

Moonbeams After School Club

Molash Village Hall, Pound Lane, Molash, Canterbury, CT4 8HB

Inspection date

Previous inspection date

12/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children very much enjoy their time at the club where activities, routines and resources complement their day in school. The atmosphere is a happy and relaxed home from home as children socialise and make choices from the good quality, fun activities on offer.
- Children make friends and form strong bonds with the adults. An effective key person system helps children feel secure and cared for.
- Children are kind and thoughtful towards one another, polite and willing to help, share and take turns.
- Relevant information is shared with parents, who are included and have confidence in their children's safety and care. They report their children are excited about attending the club.

It is not yet outstanding because

- Systems and procedures are still evolving and developing in this new setting. For example, the system for monitoring children's wellbeing and involvement is in its early stages. The layout of the room and resources are being monitored to enhance children's enjoyment of the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector looked at the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and of information included in the setting's own parent survey.
- The inspector scrutinized relevant supporting documentation.

Inspector

Cilla Mullane

Full Report

Information about the setting

Moonbeams After School Club opened in 2012. It operates from Molash Village Hall, Kent. All children have access to a secure outdoor play area. The setting is open five days a week, term time only after school, from 3.15pm to 6.00pm. The club is registered

on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll, three of whom are in the early years age group.

There are three members of staff working directly with the children, two of whom, including the manager, have relevant childcare qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further support children's personal, social and emotional development by developing the system to monitor their wellbeing and involvement
- improve the resources and environment by a) providing cosy areas for children to relax b) including children in designing their play area

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

This club is attended by school age children, a few of whom are within the early years age range. These children receive their main educational programme in school, and so the club appropriately and successfully offers activities which are fun, but also challenge and interest children.

The general impression gained by an observer of the club is a happy, relaxed atmosphere with lots of chatting, laughing and spontaneous singing. Children are polite, show good manners and are kind and helpful to one another. Children show that they really enjoy all aspects of activities and interaction with their peers and adults.

Children join in an activity making play dough, helped by older children. Together they count and measure ingredients and pour accurately. They follow the written instructions of the recipe. They are fascinated as the food colouring mixes in and learn about changes when something is cooked.

Children are excited by the activities on offer. Staff are on hand to facilitate activities, support play and challenge thinking. Children therefore explore and solve problems, ask for help when needed, and chat continually, initiating their own games.

Good relationships with parents and the schools that children attend, result in consistent support for all children and an understanding of their individual needs. This enables adults to include all children and ensure all have a meaningful and enjoyable experience at the club.

The contribution of the early years provision to the well-being of children

The key person system is very effective in helping children to feel safe and settled. Children relate well to their key person and spontaneously show them affection. Key persons spend time during the session supporting their play, and finding out what interests them in order to plan further enjoyable activities. Parents are aware of their child's key person and take home a well-presented, hand-made booklet about the staff and the activities. Therefore children are helped to be familiar with the routines and adults before they start attending. Key persons know their children very well and quickly notice and offer reassurance when children are feeling uneasy or upset. However, the system for observing children's wellbeing and involvement is not used consistently to monitor the youngest children's personal, social and emotional development.

In addition to close attention from their key persons, children in the early years are supported kindly by the older children. During an activity making play dough, older children fetch cushions so the smaller children can reach the table, and hold bowls to enable them to have a turn at stirring the mixture.

Children's views about the club are invited and embraced. Recently children have asked for dolls and buggies, these have been purchased and children run enthusiastically into the club, going straight to them.

The club's rules have been compiled with input from the children. This results in them understanding the rules. They know that they should be kind to their friends. If the fire alarm sounds, they are aware that they should stay still, then walk to the door. Staff model kind and thoughtful behaviour and expect children to behave kindly. Adults encourage children to understand and deal with feelings of anger and frustration calmly, and with consideration for the feelings of others.

Every effort is made to make the environment a home from home. Children are able to access food from the fridge, and are invited into the kitchen to help with preparation of snacks, understanding safety rules as they would at home. However, adults set up the room without input from the children, and have noticed that some areas are not used frequently, such as the books. Furthermore, there is no cosy area where the youngest children can relax and chat.

The effectiveness of the leadership and management of the early years provision

The club is well organised and managers lead well by example, both in the implementation of safety procedures and their interaction with the children. Adults are competent and skilled working with children, and are good role models. Children are very safe in this club. Adults' suitability to work with children is checked, and they know about child protection issues and procedures. Children understand the rules which keep them safe. They know they must take their shoes off to avoid slipping.

Staff use journals to monitor children's enjoyment of the club, and to identify their interests and plan activities to build on these. These journals, with photographs, are also reassuring for parents to see their child engaged in meaningful activities and having fun.

The manager and staff use self evaluation well to ensure the club runs well and continually improve. Consistent use of an ongoing action plan ensures that identified areas for improvement are tackled promptly. There are well planned and challenging targets for the future. These include increasing parents' inclusion in the club by sending out information of their child's time there on compact discs. They are also building on relationships with local schools to enhance consistency of care.

Parents are well informed about all aspects of their children's care. Their views about the club are sought and acted upon. The strong key person system results in parents getting daily feedback about their children's interests, friendships and behaviour. They are reassured that their children are safe. They appreciate children's opportunities to take part in messy craft and cooking activities, which are difficult to do at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY447282
Local authority	Kent
Inspection number	796238
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	29
Name of provider	Victoria Suzanne Martin
Date of previous inspection	Not applicable
Telephone number	01233740139

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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