

# Elangeni Middle School Out of School Club

Elangeni County Middle School, Woodside Avenue, AMERSHAM, Buckinghamshire, HP6 6EG

<b>Inspection date</b>	15/11/2012
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 settle well in this busy, fun environment where they socialise and play with children of differing ages.
- Parents receive plenty of information about the setting and what children are doing; they are happy with the flexible service provided and say children are happy.
- Children have good opportunities to develop their physical skills outside where they have space to run freely and enjoy the challenge of climbing and balancing on the activity trail. Inside children demonstrate increasing control as they use a range of tools, such as scissors, glue sticks and pens.
- All aspects of the setting are effectively organised and there are well established procedures in place to ensure on-going improvement and maintain children's safety and welfare.

### It is not yet outstanding because

- Staff do not always encourage children to use the mathematical resources that are available each day.

## 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 children at play both indoors and outdoors.
- The inspector held a meeting with the Out of School Club Coordinator.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector sampled a range of documentation including the self-evaluation form, staff and children's records and planning and assessment.

## Inspector

Sonjia Nicholson

## Full Report

### Information about the setting

Busy Living After School Team (BLAST) was registered in 2008. It is privately owned and managed by the directors of Busy Living Limited who also own and manage two other out of school settings in the area. The out of school club operates from Elangeni School in Chesham Bois in Buckinghamshire. It has use of the dining hall, design technology room, toilets and the school hall. Children also have use of the playground and field for outdoor play. The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open for children attending

Elangeni School and there is a collection service for children attending the adjacent Chestnut Lane Infant School. Children from other schools are welcome to attend but parents must make their own collection arrangements. Children usually attend from four to 12 years of age. There are currently 81 children on roll, three of whom are within the early years age range. The club is open each weekday during term times from 3pm until 6pm. A holiday club operates from 8am until 6pm during most school holidays except Christmas. The two company directors hold Cache Level 3 certificates in Play work and childcare. They employ four regular staff including a coordinator who is qualified to level 4 and a pool of bank staff. At least 50% of the staff are qualified to level 2 or 3.

### **What the setting needs to do to improve further**

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

- support children's curiosity by encouraging them to use the mathematical resources available.

### **Inspection judgements**

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

Children have fun during their time in this welcoming setting. They enjoy the opportunity to mix with children of all ages and by doing so develop their personal, social and emotional skills. They make choices about what they want to do and their contributions are valued by staff. For example, they complete personal details and facts about their favourite things, such as, films and books which are added to a book called 'The Children of BLAST'. Displays of photographs, many taken by the children themselves, also show what fun they have. Staff plan a wide range of interesting activities that children are eager to take part in. For example, they enjoy the sensory experience of playing with 'gloop' which is a combination of cornflour and water. They work together at the large tray using spoons and their hands to squeeze, grab and pour the mixture watching with delight as the texture changes. Staff are mindful to include all children. They ensure that those who are less confident working in such as large group have their own bowl and spoon so they can enjoy the experience too.

Children have ample opportunities to develop their physical skills. They use the large school field or playground depending on the time of year. When the weather is bad they have use of the school hall for team games, such as, 'What's the time Mister Wolf?' or have fun with the parachute. Outside children can climb and balance on the large wooden structures as staff provide good supervision and support if needed. Planning complements

children's experiences at school. A wide range of resources are set out every day. However, children are not always encouraged to use all of the resources that are put out. For example, staff do not always encourage them to use the mathematical resources. This does not fully support their natural curiosity.

Staff interact well with children and chat freely to them at all times, such as during snack time where they talk about a popular television programme. This helps children develop their communication and language skills effectively. Children develop a good understanding of the world around them as they celebrate many different festivals and events. For example, they are preparing for Christmas by making advent calendars and creating letters to Santa using pictures from catalogues and magazines. Children practise using scissors, pencils and glue sticks with increasing control and make good attempts to write their name on their work.

Staff gather information about children's current stage of development when they first attend and build upon this by making their own observations. They use this information to plan suitable activities and identify children's specific needs. For example, helping children settle, familiarise themselves with the routine and make new friends. Observational scrapbooks are kept which includes lots of photographic evidence of children taking part in a wide range of activities. Staff link observations to the seven areas of learning and use the Development Matters in the Early Years Foundation Stage guidance to establish children's next steps in learning. Parents can see these records at any time and staff provide verbal feedback at the end of the session so they are aware of the care received and the good progress made.

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

Children are well supported during the settling-in process by their key person with whom they develop a strong bond. They attend several pre-visits and during their first few week staff monitor them to see how they settle and what activities they like. Staff treat children with respect and recognise them as individuals which results in them feeling happy and secure. Children behave well as they are busy and interested in what is going on. They are quite lively, but the banter is very good humoured and they clearly have good relationships with each other and the staff. Children play cooperatively and respond positively to staff instructions, for example, to wash their hands before snack time. They are encouraged to resolve conflicts independently and find a compromise with mediation from staff if required.

Children learn how to keep themselves safe by practising the evacuation drill so they know how to leave the building quickly and safely. Visits from local Police Community Support Officers enhance their knowledge of road safety and 'stranger danger'. Parents and visitors press the intercom to gain staff attention and children cannot leave the building unaccompanied as the door is kept secure at all times. Staff undertake risk assessments and are aware of the hazards within the setting. For example, they do not allow any of the children to use the monkey bars in the playground as the manufacturer's guidance states they are suitable for older children only. Staff supervise the children closely at all times

whilst allowing them to take managed risks. They offer support if needed, for example, holding their hand as they negotiate the wooden stepping logs on the activity trail.

Children develop a good understanding of the importance of a healthy diet as they enjoy nutritious snacks. Staff implement guidance from their 'Smile Award' oral health training, so only offer 'tooth friendly' food and drinks like water. Children appreciate the opportunity to socialise with their friends as they sit together at the table. They develop self-help skills as they spread butter onto their pitta bread and choose whether to have cheese, ham or yeast extract. Parents are sent details of the snack menu via an e-mail message so they can see the variety offered, such as beans on toast, pasta and meatballs, hot dogs and tomato soup with bread and butter. Some say this helps them plan family meals at home and others like the fact their child has had something substantial to eat before going to after school activities.

Staff set out the interesting and well-resourced environment before children arrive. They arrange different tables and activities linked to the areas of learning. For example, the creative table has beads which children can use to design and create patterns. Children have access to a range of equipment that helps develop technology skills, such as a handheld games console, a compact disc player which they operate so they can listen to pop music and a handheld voice game where children have to follow instructions, such as 'twist it' or 'flick it'. Children can complete their homework in the design technology room situated next to the dining hall or sit and relax in the quiet area where there are comfortable chairs and floor cushions and a suitable range of fact and fiction books.

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

All aspects of the setting are well organised. The experienced coordinator is responsible for the day to day management and works closely with the company directors who offer her good support. Robust recruitment procedures are followed to ensure suitably qualified staff are employed then a well thought-out induction programme is implemented to ensure they are clear about their role and responsibilities. Staff performance is closely monitored through regular supervision meetings and an annual appraisal meeting where training needs are also identified. All staff have opportunities to attend courses that interest them, enhance their practice and bring about improvement. For example, they attend training on inclusion and have attended a course on 'Safer Food, Better Business'. The coordinator maintains staff details, including a training record, so that core training, such as first aid and safeguarding, is completed before it expires. The setting has successfully addressed the recommendations raised at the previous inspection, one of which was to 'formalise procedures for evaluating the effectiveness of the after school club'. Ongoing self-evaluation means the coordinator now involves all staff in monitoring the quality of the provision including the planning and assessment. They are clear about the areas for improvement including strengthening the partnership with teachers at Chestnut Lane School.

There are good arrangements in place to safeguard children. The coordinator takes the

lead and has completed appropriate training. There is a written policy in place which is shared with parents so they are clear about the setting's role in protecting children. Parents' views are sought through regular questionnaires. Staff evaluate the responses and take action to improve wherever necessary. For example, following the most recent questionnaires security has been addressed, more information about what the children are doing is now shared with parents and a quiet area has been created. Parents spoken to during the inspection are happy with the flexible service provided and feel it provides good opportunities for children of all ages to mix together. They like the space available, feel the 'nice' staff really care about the children and say there is a good range of activities. Parents feel children settle well and are happy to come. Partnership working between the head teacher and staff at Elangeni School is well established with regular meetings that benefit the children. For example, most recently a new notice board has been added for display purposes. There is consistency between the company's other out of school club settings due to the coordinators' effective management.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY374382
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	822925
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Busy Living Ltd
<b>Date of previous inspection</b>	28/01/2009
<b>Telephone number</b>	Mob 07530701660 school 01494 721436

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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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