

# SCOOSC

Verwood CE First School, Howe Lane, VERWOOD, Dorset, BH31 6JF

## Inspection date

Previous inspection date

03/12/2012

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 are motivated and build firm relationships in the welcoming and calm environment that the club provides.
- Staff are knowledgeable and experienced, know the children well and fully maintain their individual needs. They join in appropriately to support children's play.
- The owner has a clear vision and aims for the future and is pro-active in the continual development of the club to fully support the care, welfare and education of the children.
- An effective partnership between the setting and the school to fully support children's welfare and education is well established.

### It is not yet outstanding because

- A key person system observes and assesses children's learning and development well. Although, not all staff have the information needed about the next steps in children's progress to fully support their learning and interests in the absence of the key person.

## 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 took into account the views of parents spoken to on the day.
- The inspector observed the children at play and their interaction with the staff.
- The inspector held discussions with the manager and owner when appropriate.

## Inspector

Barbara Walters

## Full Report

### Information about the setting

Verwood First Out of School Club opened in 2008 and re-registered by the current owner in 2012. It operates from areas within Verwood First School in Dorset, including the main hall, and base rooms one and two. The provision is privately owned and the owner is the manager. The club cares for up to 40 children aged from four to under eight years. There are currently 125 children on roll, of these 25 are in the early years age range. The club is open each weekday during term time from 7.45am to 8.45am and 2.55pm to 6pm. During the school holidays children can attend from 8am to 6pm. Children attending the after school club are from Verwood First School. Including the manager, 10 staff are employed to work directly with the children and all but two have appropriate qualifications. This provider is registered on the Early Years Register and on both the compulsory and

voluntary parts of the Childcare Register.

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

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

- review systems to ensure that all staff are aware of the next steps in individual children's learning to fully support their progress and complement the education they receive at school.

### **Inspection judgements**

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

Staff work well as a team and have a good knowledge of the individual children who attend the club. Staff have an effective understanding of what individual children like and what they can do. Staff are sensitive to younger children's needs at the end of a long day at school and support them well in their choice of activity. Consequently, children make good progress within the spirit of the setting and have their needs well met. Children enjoy playing quietly on their own or with their friends. They play well together and share their toys and activities. Staff join in the success of their achievements as they use stacking bricks to build a garage for the cars. Children confidently describe to staff how the cars drive through the doors to park up. Staff have a good understanding of when to join in children's games and when to allow children to play on their own. This means children are involved and feel valued. For example, children enthusiastically freely create pictures, giving meaning to the wiggly lines they make and describe them as worms. They skilfully use stencils to make patterns, which they confidently describe to staff, who offer warm praise for their achievements. This effectively promotes children's confidence and self-esteem. All these experiences help children develop valuable skills for their future learning.

Children have opportunities to be involved in a wide range of different and interesting activities to support their learning and development. They expand their imaginations well by making dens, using the gym equipment and blankets. Children are involved in a range of different craft activities and experiences, such as creating pictures with leaves. Children take part in cooking activities to support their understanding of change. A corner of the hall is set out with a duvet and pillows so that the children have a soft area to sit quietly and rest.

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

Children have a daily opportunity to take part in physical play in the playground to run off their energy and use the climbing equipment. This encourages children's confidence in developing their physical skills. The club follows the rules for the playground imposed by the school. This means that children have consistent boundaries and are supported well in understanding how to keep themselves safe. Gentle reminders from staff to use their walking feet help children learn about safety indoors.

Children develop good personal hygiene routines and self-care skills, such as washing their hands before food. Children have a snack when they first arrive to ensure they do not go hungry. Staff gather all relevant information regarding dietary requirements to ensure they meet children's individual needs. Children enjoy sharing a book with staff and enjoy the comfort this brings, by snuggling into staff and sharing the story. Staff have high expectations of children and use consistent and positive behaviour management strategies. They carefully calm excited children and gently remind the younger children to use 'please and thank-you'. Staff build close relationships with the children that ensure they are happy and confident and have their emotional needs effectively met.

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

Staff build good working relationship with parents and carers and work closely with them to meet the children's individual needs. Information from the school and parents is shared through a handover book. Daily discussions with parents and the children taking home activities they have completed ensure that parents share their child's achievements. Parents state that they are confident in the sensitive care staff provide and they are kept well informed.

Staff ensure that the children's welfare is safeguarded and well promoted. Checks are completed on all members of staff and bank staff to ensure they are suitable. The club have adopted the school policy on medication to ensure consistency and avoid any misunderstandings. Staff deployment is effective and ensures children are well supervised. For example, the club employs extra staff when there are unusual circumstances, such as the school disco. Staff complete regular head counts following the movement of children throughout the setting. This effectively promotes children's well-being and safety. The owner has updated the child protection policy following the introduction of the new Early Years Foundation Stage framework. She has attended level 3 child protection training with two other members of staff. Staff have a good understanding of their role in child protection issues as information from the training is shared during staff meetings.

Staff have a thorough understanding of the learning and development requirements of the

Early Years Foundation Stage framework. All staff know the children very well and know what they like and what they can do. This effectively meets children's individual needs and supports their learning within the spirit of the setting. Children in the early years age range have a key person who completes their observations and the next steps in their development. However, the sharing of the next steps with all staff is not consistent to enable them to fully support children's interests in the absence of a child's key person.

The owner is clear about areas of her practice she would like to develop and demonstrates a strong ambition to continual improvement. She has introduced new assessment sheets in line with those used by the school to ensure staff clearly understand children's learning and development. Links with the school are securely in place and regular meetings with the Head Teacher ensure children's welfare and development are consistently met. The club has support from the local authority and the owner has introduced their recommendations. For example, staff complete evaluation sheets in preparation for their appraisals. Children benefit from the support of well qualified and experienced staff. Consequently, children are happy, enthusiastic and confident in their play and learning. The owner is keen for staff to undertake further training and regular appraisals. This will help them to reflect and improve the quality of care and education for all children.

### 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

|                                    |                            |
|------------------------------------|----------------------------|
| <b>Unique reference number</b>     | EY446006                   |
| <b>Local authority</b>             | Dorset                     |
| <b>Inspection number</b>           | 803072                     |
| <b>Type of provision</b>           | Out of school provision    |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 4 - 10                     |
| <b>Total number of places</b>      | 40                         |
| <b>Number of children on roll</b>  | 150                        |
| <b>Name of provider</b>            | Elissa Jane Thorne-Alcazar |
| <b>Date of previous inspection</b> | Not applicable             |
| <b>Telephone number</b>            | 07827347403                |

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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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Piccadilly Gate  
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