

Young Generation After School Club

Flamstead End Primary & Nursery School, Longfield Lane, Cheshunt, WALTHAM CROSS, Hertfordshire, EN7 6AG

Inspection date	10/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 show high levels of confidence in talking to adults. They are able to express their views and make their needs known. Practitioners respond well, supporting and extending children's learning through play.
- Children's safety is given high priority. There are effective arrangements for the collection of children from schools and clear routines to ensure that all the areas used by children are safe.
- The management uses a variety of methods to gain feedback from parents and children, for instance, the suggestions box and children's meetings. These are used in identifying areas to be developed and action plans are put in place to ensure that the setting is consistently improving its practice.

It is not yet outstanding because

- Limited information is shared between the setting and schools in order that the setting can ensure that individual children's learning is consistently extended effectively.
- There are few opportunities for children to explore and operate information communication technology equipment, such as the laptop and CD player.

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 classroom and main hall.
 - The inspector spoke to staff and the manager throughout the inspection.
 - The inspector sought the views of three parents as they collected their children from the club.
- The inspector looked at the planning, the learning journeys for Early Years
- Foundation Stage children, a selection of policies and procedures and the individual records of children.

Inspector

Lindsay Hare

Full Report

Information about the setting

Young Generation After School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Flamstead End primary school in Cheshunt, Hertfordshire. The setting has use of a classroom, main hall/dining area with adjacent toilets, an office and the school playground and field for outdoor play. It is open from 7.45am until 8.55am for breakfast and from

3.15pm until 6pm each weekday during term time only. The setting serves three schools in the local area.

The setting employs six members of childcare staff who all hold appropriate early years qualifications at level three and above. There are currently 32 children on roll, of which they are six in the early years age group. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the sharing of information with other provisions delivering the Early Years Foundation Stage to the children that attend, to support the setting in consistently consolidating and extending individual children's learning
- extend children's opportunities to explore and operate information communication technology equipment, such as the laptop and CD player.

Inspection judgements

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

Staff are well qualified and have a good knowledge of the Early Years Foundation Stage. This enables them to ensure that all the areas of learning are incorporated into the wide selection of activities and resources provided. Planned activities are based on the children's interests and staff's observations of what the children enjoy doing. Children also contribute to the planning as they hold their own meetings each month to discuss ideas and suggestions of what they would like to do and the manager acts on this feedback. For example, the children decided that they would like a Christmas tree in the setting and wanted additional resources, such as money, phones and calculators, to set up their own post office. The key person observes those children in the Early Years Foundation Stage and uses the 'Development Matters in the Early Years Foundation Stage' document to ensure that they are making progress and that any gaps in their learning are identified. However, information about children's learning is not shared between the setting and the reception classes in order to support the setting in consistently building on children's knowledge and skills.

The environment is warm and welcoming, enabling children to feel secure, happy and confident to express themselves. The children make their own choices as they access the activities and resources available. They chat to staff and one another about the medals

they are making and what materials they might need at the craft table. Staff respond well, supporting children when needed and extending children's learning through play. For example, staff talk to them about the different coloured medals representing first, second and third places. They engage in children's role play, talking on the telephone with them and discussing what happens in the post office. Staff build on children's skills, encouraging children to do simple subtraction as they receive change and introducing foreign currency. Staff skilfully support children's language development as they encourage the children to talk about the items in the 'talk box'. Children discuss what each object might be used for and careful questioning by staff encourages children to explore further. For example, children think that the sachet of bath salts is sugar until the member of staff suggests that they smell it and they revise their answer.

Children have lots of opportunities to develop their literacy skills as they decide to put on their own Christmas play, choosing their own roles and writing their lines. They use descriptive words to describe the texture, smell and taste of fruit and vegetables and make up their own stories about them. Staff encourage children to investigate objects such as buttons, corks and shells and make predictions about whether they will sink or float. Staff provide few opportunities for children to use information communication technology equipment as they are not encouraged to operate the CD player themselves and the laptop is not currently working.

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

The setting provides a well-resourced and welcoming environment for children both indoors and outside. Children's views and ideas are sought and their work is displayed around the room. This helps them to gain a sense of belonging within the setting and to feel valued. Children develop warm, trusting relationships with their key person, which promotes their well-being and independence. Older and younger children mix well together and close friendships are being built. For example, during a game, the older children were observed encouraging younger children to recognise the numbers and praising them when they answered correctly.

Children behave very well and speak to adults and each other politely because staff provide good role models, taking an interest in what the children have to say and responding to them appropriately. Children are encouraged to participate in 'wake and shake' sessions which involve music and movement. Every day, a child is chosen to be the leader in this activity and the adults and children have to copy their movements.

Clear information about health and dietary needs is obtained to ensure that individual children's care needs can be met. Breakfast and afternoon snack time are sociable occasions, where staff also sit and have snack with the children. Independence is encouraged with children pouring their own drinks, selecting their own fruit and vegetables and spreading butter on their crackers. Staff use this opportunity to develop children's awareness of which foods are healthy and why.

Staff provide appropriate support for children to help with their transitions to school. For example, some children find the transition from breakfast club to the classroom difficult

initially and this has been helped by a member of staff from the club taking these children into the classroom to help settle them.

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

The staff at the out of school club are committed to providing children with well-planned activities that are interesting, stimulating and that children enjoy. The planning is linked to the Early Years Foundation Stage, enabling staff to build on and extend children's knowledge and skills. There are robust procedures in place for recruitment, vetting and induction. The management use appraisals and supervision to identify any training needs and under performance is tackled. Each member of staff has an individual development plan which is used to support them in improving their knowledge, understanding and practice.

Children are able to access all areas of the club freely because good staff deployment ensures that constant supervision and support is provided. The premises used by the club are risk assessed and any hazards minimised. There are secure systems in place for the safe collection of children from other schools, such as risk assessments for the walking bus and wearing high visibility jackets. Arrangements for safeguarding children are well implemented. All staff have attended safeguarding training so that they have a secure knowledge and understanding of the procedure to follow if they have concerns. Children are protected as the safeguarding and welfare requirements are understood and met by the management.

Partnerships with parents are well established and make a strong contribution to meeting children's needs. Parents are kept well informed about the provision through verbal exchanges, regular newsletters, the notice board and social events, such as the coffee evening held each term. The flexibility the club provides, the wide range of activities and caring staff are some of the positive comments received from parents. The club also uses communication books for each child to share information between school, the club and parents. The club works closely with the adjacent children's centre and external agencies, such as the speech and language therapist in developing methods to use to support children. Partnerships between the club and the schools are established, but limited information about children's learning and development is shared between the setting and the reception classes which also deliver the Early Years Foundation Stage. This means that children do not benefit from continuity between settings to maximise their learning.

The views of staff, parents and children are sought and used in evaluating the setting. The management use this information and staff meetings to identify any areas for development that will consistently improve their practice.

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

EY448200

Local authority	Hertfordshire
Inspection number	803732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	32
Name of provider	Toni Ann Clayton
Date of previous inspection	Not applicable
Telephone number	07949 892441

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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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