

Botesdale After School Club

The Village Hall, Diss Road, Botesdale, DISS, Norfolk, IP22 1DD

Inspection date

Previous inspection date

20/12/2012

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 1

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

- Staff are highly skilled at supporting children's sense of well-being. As a result, children are enthusiastic about coming to after school club where they socialise with a wide age range of children and have great fun.
- Children demonstrate high levels of independence, confidence and maturity. They show great kindness and caring towards each other which is especially supportive for the youngest children at the club.
- Staff provide a welcoming and relaxed environment where children can be active, play with their friends or simply unwind at the end of the day.
- Management and staff are reflective and enthusiastic about their work. They are keen to improve opportunities for children to learn through play and work tirelessly to ensure all children's needs are fully met.

It is not yet outstanding because

- Current observation and assessment methods are not sufficiently coordinated to securely identify children's developmental levels and next steps in learning.

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 staff collecting children from a local school.
 - The inspector observed activities in the main hall.
 - The inspector held a meeting with managers and a committee member.
 - The inspector spoke with parents, staff and children.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

jacqueline Baker

Full Report

Information about the setting

Botesdale After School Club was registered in 2003 and re-registered when they obtained charity status in 2012. It is a committee-run voluntary group and operates from the village hall in Botesdale, Suffolk. Children use the grounds of nearby Botesdale Primary School for outside physical play. The premises are fully accessible. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare

Register.

The club is open from 3.25pm to 6pm Monday to Friday during term-time only. There are currently 100 children on roll, 34 of whom are in the early years age range. The after school club supports children with special educational needs and/or disabilities and those with English as a second language. There are six members of staff employed to work with the children. Of these, five hold appropriate play work and early years qualifications and one is working towards a qualification.

What the setting needs to do to improve further

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

- improve assessment by using guidance such as Development Matters to securely identify children's development levels and next steps in learning.

Inspection judgements

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

Children arrive at the after school club with great enthusiasm. This positive reaction is wholly attributed to skilful staff who provide a warm, inviting environment where children have plenty of opportunities to play and relax with friends. Staff understand that children learn best through play and so they provide a range of stimulating activities to cover the seven areas of learning. They are also mindful that children have spent their day in nursery or school and so are careful to complement activities provided in the classroom. For example, children challenge their friends or staff to games of snooker and table football. These activities are not only great fun but also teach children important skills, such as turn taking and good hand-eye coordination.

Children's communication skills are promoted well by staff who demonstrate a genuine enthusiasm and interest in what the children have to say, how their day has been or their worries and concerns. During activities staff use questioning and suggestions well in order that children can find solutions for themselves. For example, when making mince pies supportive staff encourage children to share ideas about how to bind pastry together. As a result, children are becoming independent learners and their self-esteem and confidence is boosted. Staff know the children well. They observe them during activities and make assessments of children's abilities. However, the current procedure is not coordinated enough to clearly define next steps for children's learning and make comparisons against age related norms. This means that some opportunities to enhance children's learning are

missed. Nevertheless, children make good progress especially in personal, social and emotional development. Staff ensure that parents are well informed about their child's activities and how they are developing and enjoying their time at the after school club. Daily discussions take place when children are collected and this means that children's success can be celebrated or any issues quickly addressed.

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

Staff are highly skilled in supporting children to form strong emotional attachments and as a consequence, all children display high levels of self-esteem and confidence. Even the youngest children move around independently, choosing their own activities with great determination and maturity. This demonstrates that they have an excellent sense of security in their environment and are therefore well supported to learn and develop. Children's behaviour is outstanding and they exhibit a strong caring attitude towards others in the club. For example, older children happily help younger ones to complete models or respond positively to requests to join their games. This exceptional behaviour helps children to form friendships with a wide age range of children and is highly supportive, especially at transition time.

The environment is highly stimulating and enables children to follow their own interests. The careful planning and consideration by staff results in children demonstrating impressive levels of concentration in their chosen activities and therefore enables them to be inquisitive and active learners. For example, young children are absorbed in investigating the table football and how their actions effect the movement of the players. Children are also consulted regularly about the resources and activities and this too promotes children to fully engage in positive pursuits whilst at the club. Staff give children's safety the highest priority and they have robust procedures and policies in place to help keep children safe. Children also contribute to the excellent practice by forming their own rules and this helps them to effectively develop an understanding of protecting themselves and others from harm. Children choose nutritious snacks and their good health is further supported by opportunities to play outside whenever possible. This provides young children with firm foundations on which to develop a healthy lifestyle.

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

Leadership and management are good because there is a strong commitment to providing a high quality after school provision for all children. Managers convey a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children. Self-evaluation is thorough and takes into account the views of all involved with the club. Plans for the future build on current successes and are firmly based on supporting children's achievements. Staff ensure children have a broad range of experiences to help them progress towards the early learning goals. Individual children's skills and abilities are also monitored to ensure that they are fully supported to make positive progress. For example, young children's physical development is promoted well by

the provision of craft activities to enhance cutting skills.

Children are well safeguarded at the after school club. Staff have a good understanding of local safeguarding procedures including how to identify and report concerns about the children in their care. Recruitment procedures are robust and ensure that the most suitable staff are employed to care for the children. Effective management performance procedures, such as supervision and appraisals support staff to improve their skills and identify training needs. This in turn makes sure that children benefit from current childcare practices. Parents speak positively about their children's experiences at the after school club. They acknowledge that their children have made good progress in their communication skills together with personal, social and emotional development. Well established partnerships with other providers of the Early Years Foundation Stage further supports children and ensure that their needs are fully met. As a consequence, all children are happy, relaxed and have an enjoyable experience.

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	EY445021
Local authority	Suffolk
Inspection number	804123
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	30
Number of children on roll	100
Name of provider	Botesdale After School Club
Date of previous inspection	Not applicable
Telephone number	01379898610

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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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