

Action House

St. Paul's School, St. Pauls Road West, Dorking, Surrey, RH4 2HS

Inspection date	22/01/2013
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure.
- Children behave well as staff act as good role models and help children to understand how to make the right choices.
- Children take part in a variety of activities, which are fun and allow them to continue to develop their skills and learning.
- Staff have in place some good systems to allow children to be active in their choice of activities and to involve them in the evaluation of the club.
- The manager and staff are reflective and enthusiastic about their work. They are keen to improve opportunities for the children to have fun and learn through play.

It is not yet outstanding because

- There is scope to develop the effectiveness of self-evaluation by capturing the views of all parents on a regular basis.
- There is not always a two way flow of information between children who attend the club from different schools.

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 a range of activities in the hall and outside.
- The inspector spoke to the children and some parents on the day of inspection.
- The inspector looked at documentation, including children's records, planning, risk assessments, policies and procedures.
- The inspector spoke with the manager and staff at regular intervals during the inspection.

Inspector

Daphne Brown

Full Report

Information about the setting

Action House was registered in 2002. It operates from St Paul's School in Dorking, Surrey. The club operates from a single-storey building where they have use of a large hall with an adjacent kitchen area, two classrooms and a separate games room. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 150 children on roll, 21 of which are in the early years age range. The club is open each weekday from 15.20 to 18.00 during term-time and also

operates during some school holidays. Children with special educational needs and/or disabilities are fully supported. A team of qualified and experienced play worker staff supervise the children and offer a range of activities making full use of the school's facilities.

What the setting needs to do to improve further

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

- Work more effectively with other schools by sharing relevant information about children to fully meet their needs
- Improve the process for self-evaluation by gaining the views and opinions of parents on a more regular basis.

Inspection judgements

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

Children are confident and happy in this well run out of school club. Staff gather information from parents about what children can do, their likes and interests before children start at the club. This helps staff establish children's starting points and capabilities and helps them meet children's individual needs. As a result children feel welcome and have a sense of belonging to the club.

Most children attend the school where the club is based and several of the club's staff also work there. As a result, the manager is aware of what most of the children are doing at school and plans activities to complement this.. However, a few children attend other local schools. Although there are some links in place to ensure a purposeful two way flow of communication, this does not consistently happen. Therefore, information about children's day at school is not always shared with staff in the club.

There is a good mix of child-initiated and planned activities. The manager has developed a fantastic book with pictures of all the toys and games the club has, so children can look and chose activities they are interested in. This promotes children's independence and allows children to follow their own interests. An effective planning system is used with links to the Early Years Foundation Stage and incorporates the wishes of the children. This is because the staff have in place a note book where children can write or draw pictures of their thoughts and ideas of activities they would like to enjoy. For example the children suggested the recently held Guinness Club Records competition.

As children arrive at the club they confidently and eagerly choose from the activities and toys that interest them. Staff are deployed well and are effectively involved in what the children do and extend their learning. For example, children talk about the snowy weather and a member of staff spoke to the children about countries where it does not snow. Children persevere for long periods, concentrating on what they do and applying their imagination. Children enjoy using construction equipment and when a child made a spaceship, a member of staff showed interest and praised the child. The member of staff made a record of the child's interest in construction and adapt plans to provide more resources and materials for the child in future. Staff are able to identify children's next steps in learning and providing more opportunities to extend their imagination and creative development.

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

Staff know the children very well and have established good partnerships with parents. As a result children's needs and interests are known to all staff and are well met. Children's behaviour is good and they are courteous and polite. For example, a child held the door open for everyone to coming in from outside. All children and staff responded by thanking the child. Staff are consistent and are good role models to the children. They encourage children to think about their behaviour and guide them into making the right choices. For example, when playing outside the children wanted to throw snow balls and the member of staff explained it was dangerous and asked the children to think why. This helps children to understand how to keep themselves and others safe. At all times staff are aware of children's safety and when going outside children wear fluorescent arm bands.

The club offers an inclusive and welcoming environment. Children gain an awareness of different beliefs and cultures as staff include festivals and special events into the activities. Children with special educational needs are cared for well as staff seek advice from parents and attend training to support children's additional needs. Staff spend time talking with all children explaining how we all learn in different ways and how we all need to support and help each other. This helps children understand the importance of building an inclusive environment where everyone is valued.

Children are developing a very good understanding of how to keep themselves healthy as staff provide healthy snacks for the children to enjoy at the club. Staff also use this time to encourage children's independence by allowing them to decide when they want to eat and to select and spread their own toppings on toast. Staff are fully aware of children who have allergies and all staff have had training in how to administer medication for children who have severe allergies. They also have in place good procedures to prevent these children from coming into contact with food they are allergic to by instilling good hygiene practices. Daily use is made of the outside area with lots of opportunities to engage in fun and energetic activities. Children thoroughly enjoy playing in the snow, making snowmen and giant snowballs. Staff extend children's learning by comparing the sizes of the snowballs and children work together helping each other to push them as they gather

snow and get larger.

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

The manager organises and manages the club well. All staff have a very clear understanding of safeguarding procedures and the manager is proactive in implementing these. There are effective vetting and recruitment procedures in place, which contributes to all persons being employed as suitable. The manager works in partnership with the chairperson on all aspects of employment, with each understanding their roles and responsibilities in the process. Risk assessments are written, comprehensive and updated regularly. This helps promote children's on going safety.

The manager and staff convey a genuine passion and enthusiasm for their work and this is evident by how they engage with the children and how they involve them in evaluating the club. This helps the manager and staff plan a broad range of experiences to enhance what children are learning at school and help progress them towards the early learning goals. However, the views of parents are not regularly sought.

Staff have regular appraisals. They have time to evaluate their strengths and identify their training needs which contributes to their continual professional development. Parents complement the staff for their caring and approachable nature and state that their children are very happy and enjoy going to the club.

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
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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.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready
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		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	EY233061
Local authority	Surrey
Inspection number	814451
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	150
Name of provider	Action House
Date of previous inspection	11/05/2009
Telephone number	01306883547 or 07984 405474

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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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