

The Club

Grove Primary School, Chobham Road, Frimley, CAMBERLEY, Surrey, GU16 8PG

Inspection date

Previous inspection date

23/01/2013

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

- Staff work well as a team to provide a happy, welcoming environment where children can relax outside their classroom hours.
- A good range of resources, which promote skill development in all areas, are used effectively to help children unwind through play.
- Behaviour management is good. Children understand what is expected of them and play harmoniously together.
- The leadership and management of the provision are enthusiastic and keen to continuously develop practice to benefit all children.

It is not yet outstanding because

- Staff have established good relationships with parents. However, the two-way exchange of information has not yet been developed to a high level to ensure children's needs are quickly identified and exceptionally well met.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in activities both indoors and outside.
- The inspector discussed the provider's practice with her and also spoke to children attending the after school club.
- The inspector sampled the provider's documentation.
- The inspector took into account the views of parents, as expressed both verbally and in writing.

Inspector

Catherine Hill

Full Report

Information about the setting

The Club registered in 2012. It is a breakfast and after school club operating from Grove Primary School in Frimley, Surrey. Children have use of the small school hall and the school grounds. The Club is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is open each weekday, during term time, from 7.30am until 8.50am and from 3.10pm until 5.45pm, closing at 5.30pm on Fridays only. There are currently 59 children on roll, of whom six are in the early years age range. A team of seven staff work with the children and, of these, four hold early years qualifications.

What the setting needs to do to improve further

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

- strengthen partnerships with parents by extending the two-way flow of information to obtain details of children's religion and home languages and to share observation records of children's play.

Inspection judgements

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

Children are very happy and enjoy their time at the club where they can relax or be active according to their individual needs. Staff work effectively as a team to provide a welcoming environment for children and greet them warmly as they arrive. Staff complement children's learning in school by providing them with access to resources which promote skill development in all areas. They understand how to support children's learning by building on children's interests. For example, children choose to play a game which involves controlled physical movements and knowledge of colour. Wearing a head band with a hanging magnet attached they try and pick up bugs in a corresponding colour to their band by manoeuvring their head in different directions. Staff challenge children to assemble the head band themselves and to set the game out ready for play. Children rise to the challenge and show sustained concentration and good dexterity as they assemble their head band. Staff praise children's efforts and join in with play asking children questions, such as the colour of the different game pieces. Children enjoy this opportunity to achieve by quickly and correctly recognising the different colours they see. They purposefully occupy themselves. For example, after finishing one game they then excitedly start assembling the board for a game about sharks.

Children show an understanding of technology as they manipulate the buttons on hand-held computer games to move cars in different directions. They take an interest in what they see around them and confidently count 10 flowers they see in a picture. They demonstrate an understanding of the world and time as they look at a photograph of a sunset and talk about how it is night time. Children use their imagination as they play games with dinosaur figures with other older children. They have fun developing their physical skills during outdoor play. They understand how to move their body to try and make a hula-hoop stay up and repeat their actions as they try and master the skill. Staff challenge children to see who can roll their hoop the furthest and children learn how their

movements make the hoop go in different directions.

Parents share information about their child on the club's admission forms, although, no detail of children's religion or home languages are specifically requested to enhance staff awareness of individual children's needs. Staff list activities children can access and share verbal information daily with parents. Individual observation books are kept for children with detail of where children may need support, although these records have yet to be shared with parents. Children's observation books include detail of topics children are covering in school so staff can build on children's knowledge in these areas during club activities.

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

Good systems are in place to ensure a smooth transition for children to the breakfast and after school club. Children attending the club come from the school site so many are familiar with the club layout and staff. They are welcome to have a taster session and staff liaise with both parents and school staff to share information about children. Positive relationships are established between staff and children and between all children attending the club. Staff treat all children with equal concern and ensure all children have equal access to activities of their choice. A good range of resources and activities are set out ready for children's arrival so they can relax and unwind through play. Resources are rotated to maintain children's interest and include, for example, books, craft materials and games. Children's behaviour is good as they are actively occupied and receive good levels of support from staff. Staff have clear expectations with regard to behaviour and provide gentle reminders to children, for example, to walk sensibly when going out into the playground. Staff talk about club rules with the children, who have contributed their own suggestions for the rules. They understand that when staff shake a tambourine it is time to tidy up and line up quietly for outside play.

Staff sensitively support children in developing the skills they will need for the future. Children's emotional well-being is effectively supported by staff through the use of kind words, cuddles and praise. Children look to both staff and older children at the club for support with play showing they feel secure with those around them. Their understanding of a healthy lifestyle is reinforced as staff take them outside daily for play in the fresh air. Children dress suitably for the weather conditions and enjoy the freedom to run around on the school field. They follow routine hygiene practice as they wash their hands before a tea of sandwiches, with a filling of their choice, and fruit. Children learn about risk as they play outside in the snow. They wear boots to walk across the playground in case it is slippery before being able to freely run on the snow covered grass. Indoors, they are aware of safety boundaries and are taught to ask staff if they need to leave the main activity room to use the toilets.

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

The leadership and management of the provision are good. Management understands the requirement to support children's learning and development by complementing their learning in school. The out-of-school provision is well organised so children have opportunities to reinforce and develop their skills within a relaxing environment. Children's progress is monitored through observation so staff can step in to support children as their needs dictate. Staff work positively in partnership with both parents and school staff to meet children's needs. Parents are very pleased with the provision for their children stating, 'I like the physical play time and games the children play'.

There is a good understanding of the safeguarding and welfare requirements and all required documentation is in place. All staff are vetted and have their own copies of the provision's policies and procedures for their reference. Management has defined recruitment and induction procedures and have regular supervision meetings with staff. Children are collected from their classroom at the end of the school day and escorted safely to the club. They play safely as they are well supervised. Staff carry out daily safety checks and during outdoor play they carry walkie-talkie radios to maintain contact with staff indoors.

Management evaluates and monitors the provision on an ongoing basis seeking feedback from staff, children and parents. Informal feedback from parents is through discussion and they are also formally invited to express their views through a questionnaire. The management is excited and enthusiastic about further developing their provision for children. They support professional development for staff and are keen for all staff to complete training to further develop their knowledge and skills. They see the club's strengths as being the good rapport they have with children and parents and the good range of resources they have both indoors and outside.

The Childcare Register

The requirements for the compulsory 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.
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	EY452000
Local authority	Surrey
Inspection number	811026
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	28
Number of children on roll	59
Name of provider	Victoria Mannion
Date of previous inspection	Not applicable
Telephone number	07950 219525

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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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