

Crescent After School Club

Crescent Community Centre, Laburnham Crescent, Kettering, Northants, NN16 9PH

Inspection date

28/01/2013

Previous inspection date

16/06/2009

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 well motivated and eager to involve themselves in the activities they have helped to choose. They show good levels of curiosity, imagination and independence.
- Experienced practitioners have a good understanding of how children learn through play. They make the most of opportunities to support and encourage children in their chosen activity.
- The premises are safe and welcoming providing children with a varied range of activities to promote their learning and challenge them.

It is not yet outstanding because

- There is scope to develop how parent contributions to children's learning are used.
- There is scope to maximise the use of self-evaluation to better evaluate the impact improvements have on children's progress.

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 was shown around the premises.
- The inspector made observations throughout the inspection covering all aspects of the club.
- Observations and discussions took place with the manager and with other practitioners.
- The inspector looked at a sample range of documentation including children's records, policies, procedures, risk assessments and evaluation forms.

Inspector

Anne Archer

Full Report

Information about the setting

Crescent After School Club was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by trustees and operates from the Crescent Community Centre in Kettering, Northamptonshire. The club serves the local area and is accessible to children from four local schools. There is a fully enclosed area available for outdoor play.

The club employs six members of child care staff. Of these, two hold play work qualifications at level 3 and two at level 2. The club is open Monday to Friday during school term times. Sessions are from 3.15pm until 6pm. Children are collected from four local primary schools. They attend for a variety of sessions. There are currently 40 children attending the club including five who are within the early years age group. The club is able to support 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:

- consider further ways to develop how parent contributions to children's learning are used to support progress
- maximise the use of self-evaluation to better evaluate the impact improvements have on children's progress.

Inspection judgements

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

Children engage in activities with enthusiasm supported by practitioners who know how to support them and maintain their concentration skills. This is achieved by relevant questioning and by suggesting different resources or introducing new skills to extend an activity. For example, a child seeking support to find the end of the sticky tape learns tips on how not to lose it and develops better scissor control and cutting skills during the activity, when an understanding adult is involved.

Children's starting points on entry are assessed by their key person who works closely in partnership with parents and the reception year teachers. Next steps are agreed to support children's learning at school and at the club. Written observations and photographic evidence is maintained to show progress. However, subsequent information provided by parents is not always used effectively to reflect ongoing progress. Evidence demonstrates that partnership working to support children with additional needs is well established.

The well-resourced learning environment together with practitioners secure knowledge of

children's needs help to ensure there are many opportunities for children's learning to be supported and extended. Practitioners are skilful at challenging children's thinking to get the most from activities. For example, children making patterns with the Hama beads for the first time are encouraged to keep trying and enthusiastically praised when they achieve their goal.

Groups of children play together with the older ones ensuring that their younger friends are able to join in if they want to. Practitioners also regularly engage with the younger children, occasionally to reassure, although mostly to offer assistance finding additional resources for their games. Children have an area for quiet play and reading. They play board games or select one of the books available, often asking a practitioner to read with them. Other children make their own quiet area by draping lengths of material over the tables and then collect up toys and games to play with in their den. A group of children of mixed ages are engrossed in making models from small construction bricks. They offer each other ideas and help to find the exact piece one of them needs.

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

Practitioners work hard to make sure that children feel welcome. They support children's friendship groups while also encouraging them to include new children into their games. This enables children to make secure emotional attachments which support their settling-in. Practitioners obtain information from parents about children's health and dietary needs and about any additional support they may need. Parent contact details are reviewed each month to ensure they remain up-to-date so they can be contacted quickly in an emergency. Children attending the club come from four different schools in the area so may not know anyone initially. However, children quickly make friends that they would not meet elsewhere and this makes the club special for them.

Children show a strong sense of belonging and display good levels of confidence and self-esteem. Where siblings of different ages attend, the older child keeps an eye on the younger child and includes them in their play when the younger one wants to be included. Practitioners are consistent in their approach to behaviour management, although, because children are busy participating in activities of their own choosing, there is little unacceptable behaviour. Children co-operate and negotiate with their friends and are extremely helpful when practitioners engage them in activities, such as washing hands in preparation for snack.

Children have opportunities to engage in physical activities outdoors. For example, running games and ball games. In less clement weather they go out for short periods of time to get some fresh air and run around, but in good weather children have opportunities to be involved in a wider variety of activities outside which include activities to learn more about the world and to extend their imaginary play. Early years children are supported when hanging up coats and bags or when trying to do up a zip by their older friends and by practitioners.

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

Practitioners working at the club do so because they enjoy being with the children and seeing them develop skills which support their learning at school. Practitioners attend local authority training to refresh and update their knowledge and understanding of, for example, special educational needs and safe guarding. A quality evaluation has been completed and is reviewed regularly, although the impact that improvements make on children's progress is not recorded. Staff meetings are used to cascade information from training events and to share good practice. Appraisals are conducted by the manager and include a discussion about personal development to support the club. For example, a practitioner has expressed an interest to complete a qualification in play work at level 3.

The manager and deputy understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Children's learning is monitored effectively ensuring that any concerns are discussed with parents and with the reception teacher at their school, if appropriate. This is in addition to the information that is received termly from the reception class teachers about possible areas of development for the following term.

Children's safety is a priority for everyone at the club. Risk assessments are conducted and reviewed on all aspects of the provision. Daily health and safety checks are carried out and a record kept of any issues. Safeguarding and roles and responsibilities relating to it, are fully understood by all practitioners. They are familiar with the club's policies and procedures including the recently introduced one relating to the use of mobile phones and cameras to further protect 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

Unique reference number	220010
Local authority	Northamptonshire
Inspection number	818159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	The Crescents After School Club
Date of previous inspection	16/06/2009
Telephone number	01536 415284

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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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