

Blue Giraffe After School and Holiday Club

Witton County Middle School, Old Coach Road, DROITWICH, Worcestershire, WR9 8BD

Inspection date	20/02/2013
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 progress well because staff effectively support and interact well with them. They ably facilitate and extend children's understanding and skills, helping them to move forward with their learning.
- Children are eager to learn because staff fully reflect their ideas and interests in the varied rewarding activities. Staff also consistently enthuse and encourage children so they are imaginative, creative and confident to try things out for themselves.
- The club's good relationships with parents and local schools ensure continuity and consistency for children, and help staff to provide fun, worthwhile activities which complement children's learning elsewhere.

It is not yet outstanding because

- There is scope to improve the organisation of rooms and the presentation of resources and displays in order to create a more inviting environment for children and parents.

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 main playroom and the outside learning environment.
- The inspector held meetings with the organisation's area manager and Early Years Professional.
- The inspector spoke to the after school club manager, staff and children.
- The inspector looked at observations and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the after school club's self-evaluation procedures and improvement plans.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Blue Giraffe After School and Holiday Club is owned by a partnership and was registered in 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club operates from a classroom in Witton Middle School in Droitwich, Worcestershire. There are close links between the after school club and the owners' nursery based next door and with the schools it serves in Droitwich and the surrounding villages. There are fully enclosed areas available for outdoor play. In the holidays, children are taken on various trips and visits, including to the local library and parks.

The after school club employs six members of staff and some additional drivers. Of these, one member of staff has Early Years Professional Status and all other staff have appropriate qualifications to level 2 or 3.

The after school club opens Monday to Friday from 3pm to 6pm during school term times, and from 8am to 6pm during school holidays, apart from Bank Holidays. Children are able to attend for a variety of sessions. During term time, school-age children attending before school sessions are looked after at the nursery's premises. There are currently 51 children aged from four to 12 years on roll.

What the setting needs to do to improve further

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

- enhance the organisation of learning areas, resources and displays to give children more opportunities to help themselves to toys and equipment, and to enable them and their parents to appreciate examples of their work and activities.

Inspection judgements

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

Children quickly settle to activities and are focused and purposeful. Staff plan and organise rewarding activities and experiences which capture children's interest and imagination and promote the skills, attitudes and dispositions they need for school. Children are

enthusiastic and keen to learn because their ideas, interests and choices are reflected in the activities and resources provided after school and during the holidays. Staff adeptly encourage and follow up children's choices and ideas during sessions. They also discuss future activities with children whose suggestions, together with information from staff's observations and evaluations, are an integral part of session planning. Through their work and interactions with children, staff show that they know each child's starting points and developmental needs, and support them effectively in moving forward with their learning. Good information sharing with parents from the time their child starts also helps staff to get to know children's individual abilities and which aspects of their development to focus on. Many of the children attended the owners' nursery located next to the school site, so their developmental needs are already well known to staff who work at both settings.

Managers and staff have positive relationships with the different schools children attend. Wherever possible, the same key person drops off and collects children from a particular school. This ensures continuity for the children and the school staff whom key persons talk to regularly about each child's activities and achievements. Staff also find out about and follow up current topics and trends in children's learning at school, including researching school websites and reading newsletters. During a holiday playscheme session, a child is impressed that the manager knows his class have been learning about dinosaurs. He enjoys talking to her about the best way to make a dinosaur from different construction toys she finds for him to use.

Children clearly enjoy themselves. They respond readily to the enthusiasm and encouragement of the staff and are confident to express themselves as they socialise, play together and paint, draw, build and construct. Children get on well and enjoy collaborative play and working together in a mixed age group. For example, they plan and organise scenery and roles for a popular pantomime which they then act out to an appreciative audience of pre-school age children from the nursery.

Staff consistently relate well to the children. They explain things clearly, praise children's efforts and give them the confidence to work things out and to do things for themselves, for example, when making models. Children's thinking and problem-solving skills are further extended through the many fun board and card games provided. Staff join in and support children in their play and activities, fostering their sustained involvement and developing their skills and understanding. For example, the manager successfully diverts two children from their over-enthusiastic play with some 'swords' they have made. She talks to them about the safety issues and suggests they could draw a picture of their swords. She and the children then discuss how they might like to do this. One child completes a free-hand drawing. The other decides to draw around their sword. An older child offers to help them to put together several sheets of paper for it to lie on. The younger child concentrates and perseveres as they carefully draw around the shape. When they have finished, the manager talks to them about the picture, and with her encouragement, the child writes their name on the paper. During outside play, staff effectively coach children in developing coordination and control as they take part in different physical activities. For instance, an adult helps a group of children to improve their accuracy when throwing and hitting a ball. Another member of staff shows a five-year-old how to improve their control of the movement of the skipping rope they are using to create 'waves' for other young children to jump over.

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

The after school club is a welcoming and secure place where children make friends and develop a sense of belonging. Staff create plenty of opportunities for children to develop good relationships as they socialise, play together and have fun. Children feel valued and are confident to seek help or to express their views because staff are approachable and consistently listen and respond to their comments and suggestions. Children are well behaved, understanding what is expected of them, because staff explain things clearly to them and make sure they know what is happening next. This includes ensuring children behave safely and sensibly as they play together, use equipment or move around the building.

The effective relationships between managers, staff, parents and schools are important factors in helping children to settle well at the club and at school. The club's educational programme and the staff's effective support foster children's confidence, skills and enthusiasm for learning, which benefits them at school and also helps them to relax at the end of the school day. Information from parents and the school helps staff to have a sound understanding of each child's background, characteristics and needs. Staff successfully reflect these and children's interests in activities. However, there is scope to improve the layout of rooms and resources to enable children to help themselves to additional toys, books and equipment and to display more examples of their work and activities.

Children are well cared for. There are robust procedures for ensuring they are looked after in a safe secure environment and that staff understand and meet their individual care, health, dietary and medical needs. Children have plenty of opportunities to be active, to play outside and to eat well. They help to prepare healthy snacks and also thoroughly enjoy the occasional special treats and parties linked to a topic or theme.

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

The club has successfully relocated to new premises. Managers have effective links with the middle school where the club is now based, and they are working together to make further improvements to the areas used, including building a path to provide safer access to the premises. Managers are also working on improving children's access to toilet facilities and making rooms more inviting. Overall, monitoring and evaluation procedures are sound and help managers and staff to quickly identify and address priorities for improvement. For example, planning has been improved so that activities more precisely match children's needs and interests. The range of resources has been extended to enhance children's creativity, exploration and imagination. Parents' views are followed up, such as providing a quiet area and staff support for children to be able to complete their homework. Currently, managers are adapting the format of learning journeys used in the nursery for use in the club so that staff can more robustly record and monitor each child's progress and to give children further opportunities to discuss and record their achievements.

Good information sharing between staff, parents and schools ensures children's learning and development needs are fully understood. Parents are given leaflets and newsletters and have regular discussions with staff so they are well informed about how their children are helped to progress in the prime and specific areas of learning. Staff capably support children's learning and promote their well-being. They plan and organise a good balance of activities which build on children's learning at school and enable them to have fun. Staff effectively monitor and evaluate the impact of activities on children's skills and responses, and also seek their views. The results of these and of their observations are reflected in future plans.

Rigorous recruitment, vetting and induction procedures ensure all staff are suitable, and these processes are endorsed by equally thorough staff development and supervision arrangements. Staff regularly attend in-service training and coaching sessions. They also have consistent managerial support and guidance in order to review and develop their skills and good practice. For example, as part of the club and nursery's joint operational arrangements, there are regular opportunities for managers and staff to discuss possible child protection issues, monitor an aspect of health and safety or review a policy or procedure. As a result, everyone is well informed and confident about what to do if they have concerns, for instance, about a child's welfare, a colleague's conduct or the management of a routine.

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	EY453002
Local authority	Worcestershire
Inspection number	882719
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	24
Number of children on roll	51
Name of provider	Renu Khosla & Rishi Khosla
Date of previous inspection	Not applicable
Telephone number	01905773362

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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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