

Moonbeams After School Club

Ospringe C of E School, Water Lane, Ospringe, FAVERSHAM, Kent, ME13 8TX

Inspection date	13/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- Excellent links with the host school means children greatly benefit from the continuity of care and the management of their behaviour and well being.
- The interaction between staff and children is very positive and productive.
- The outdoor play space is safe, enclosed and easily accessed by children.
- The range and variety of activities and resources available stimulate children's interest.

It is not yet outstanding because

- the activities and resources are not always consistently available throughout the indoor space, particularly when using additional areas mid session.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 informs provider of the inspection plan and when feedback is likely to be.
- The Inspector tours the setting with the supervisor.
- The Inspector views childcare practices and relevant documents.
- The Inspector gives feedback to the provider.

Inspector

Mary Vandeppeer

Full Report

Information about the setting

Moonbeams After School Club registered in 2012. It is one of four settings including two nurseries and two after school clubs, owned by the provider. It is situated in Ospringe C of E Primary School near Faversham, Kent. The children have use of a playroom and an additional area. They also have an enclosed space for outdoor play, as well as use of the adjoining school playing field. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four children in the early years group on roll as well as several in the older age range. The club is open from 3.00pm to 6pm during term time only. The children come from the host school. The club supports children with special educational needs and/or disabilities. There are four members of staff, all of whom hold appropriate early years qualifications.

Inspection judgements

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

The provider and staff have a secure, working knowledge of the Early Years Foundation Stage and know how to apply it well. They have a positive impact on children's learning and progress. This benefits the children in the early years age group who attend. Staff are highly effective in taking account of the children's learning at other settings and their individual skills and interests. This enables them to provide continuity of learning in an age appropriate and stimulating learning environment, which all children can enjoy. The educational programme caters for all of the areas of learning, with emphasis on children's personal, emotional and social needs, communication and language and physical development.

Children are making good progress based on their initial starting points. They enjoy looking at books on their own or with each other. Some children act out the stories they know best. Activities that encourage working together and taking turns are popular with the children. For example, they enjoy playing football in teams, constructing models using recycled materials and preparing snacks and meals. The children clearly benefit from the equipment provided, with a wide range of resources and activities available at most times. This means they have good opportunities to choose what they wish to play with and to initiate their own learning. Children engage in mark making and colouring. They enjoy each other's company as a group and are discovering their own differences, learning that everyone deserves respect. Some children are keen to practice their learning from other settings they attend, such as school. They choose to write and test their mathematical and creative skills, using the resources provided by the club. This helps children further develop their reasoning and thinking abilities. The provider has high expectations of the children which results in them displaying a positive attitude towards learning new skills.

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

Children demonstrate that they feel happy and safe when at the setting. They are very keen to go off and play together as soon they arrive. Staff have effective care practices in place to help children feel accepted for who they are and to feel emotionally secure. They are always welcomed warmly and key persons understand children's individual backgrounds enough to engage in meaningful conversations with them. Children automatically perform a number of tasks as they arrive, such as hanging up their coats, which shows they know the setting's routine. They interact very well with the staff and each other as they participate in activities. Children display a caring attitude and behave positively towards each other. This is a result of staff being good role models for the children, always being polite and showing kindness and caring attitudes towards them. Staff provide positive examples to follow and quickly help sort out any disagreements, enabling the children to learn important personal and social skills.

Staff plan activities to promote cooperation between children, such as preparing snacks that everyone likes. They undertake daily risk assessments of the premises to help ensure that hazards are kept to a minimum. Children's safety and well being are high priorities for the provider. Children regularly practise the club's emergency evacuation procedures and help staff evaluate the drill afterwards. This enables them to develop a clearer understanding of how to keep themselves safe in an emergency. Children enjoy a variety of good, nutritious snack type food, which promotes healthy eating. They help prepare snacks such as mixed fruits, cheese, wraps and sandwiches. Fresh drinking water is available at all times, which also contributes to children's healthy diets. Children are able to engage in a variety of physical play activities both indoors and outside. This helps them continue to understand the importance of the effect physical activity has on their bodies.

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

The provider organises her out of school provision very professionally and efficiently. She employs experienced and qualified staff to care for children. All of whom demonstrate a good understanding of the safeguarding and welfare requirements. Staff show they understand how to safeguard children as they talk about the range of procedures they use. For example, staff are vigilant about knowing who is to collect children at the end of the session. Risk assessments are undertaken routinely and staff are able to effectively promote the welfare and well-being of children. The provider also demonstrates a good understanding of her responsibilities towards the protection of children. There are robust recruitment and vetting procedures in place, to help ensure all those working with children are suitable to do so.

A good induction and monitoring process is in place for new staff. An effective professional staff development programme keeps everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions at regular team meetings and one-to-one supervision. This means everyone can contribute their

ideas to the future improvement and success of the setting. The provider and the staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage and how children learn. Children in the early years age group receive lots of support for their learning at school. Staff members discuss the children's progress and class projects regularly with reception teachers at school. Therefore, they are able to plan additional activities to extend and develop children's skills in those areas. This shows how the staff have a good understanding of children's abilities and can meet additional needs that arise.

The provider has evaluated the operation of the club and has made improvements to benefit the children. For example, a monitor with a slide show of photographs of the children currently attending, playing and learning at the setting, is on display at the door. This means parents and children can view what they have been doing recently and talk to their children about them. This practice further promotes involvement in their children's time at the setting. Children have many opportunities to voice their opinions on how the club runs. They are able to discuss with staff what they enjoy doing, and come up with their own ideas for future activities. So far, parents have given their views through verbal discussions and written questionnaires and feedback is positive. This demonstrates a sound commitment to working in partnerships with parents and others, to meet the needs of the 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 action. 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	EY453709
Local authority	Kent
Inspection number	888304
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	37
Name of provider	Victoria Suzanne Martin
Date of previous inspection	not applicable
Telephone number	07803 504 051

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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, which are usually the childminder's 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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