

Grovers Kids Club

River Beach Primary School, York Road, Littlehampton, BN17 6EW

Inspection date	16/05/2013
Previous inspection date	02/02/2012

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		1
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 very happy, settled and confident and clearly enjoy being at the after school club, showing great affection towards the staff.
- Staff are confident practitioners who genuinely enjoy being with the children, join in their play willingly and want every child to do well.
- Children can access resources independently, which gives them confidence and a sense of ownership of the after school club.
- There are strong partnerships with parents helping ensure that children feel supported and know that everyone cares about them.

It is not yet outstanding because

- There is not an area where children can relax quietly and comfortably, for example, to read a book to themselves.
- There are fewer resources to support children's interest and understanding of technology.

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 observed activities in all areas of the after school club both indoors and outside.
- The inspector met with the managers and carried out a joint observation of practice with them.
- The inspector looked at a range of documentation including policies and procedures.
- The inspector spoke to staff about their roles and responsibilities.
- The inspector spoke to several parents and took their views into account.

Inspector

Rebecca Swindells

Full Report

Information about the setting

Grovers Kids Club is a privately run after school club that originally opened in 2001 at Elm Grove Infants School in Littlehampton. It re-registered in 2011 when it moved premises to River Beach Primary School in Littlehampton, West Sussex. It operates from two classrooms in the school and has use of parts of the school grounds for outdoor play. The club is open each weekday from 3pm to 6pm during school term times. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 36 children on roll; of these six are in the early years age range. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are five members of staff, two of whom hold appropriate qualifications to at least National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- consider ways to provide a quiet and restful area where children can settle to read a book on their own or with a small group of friends
- provide resources to support children's emerging skills in technology.

Inspection judgements

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

The club meets the needs of the children who attend very well. The knowledgeable staff work effectively in partnership with the school and with parents to support the children in their care. Staff take time to get to know every child individually and use their knowledge of how children develop and learn to encourage them all to make progress.

There is a friendly atmosphere with older children playing alongside younger children. This collaborative play means that the younger children learn by following the good examples set by their older friends. Staff are sensitive in their approach and know when to join in with play and when to step back and let children take the lead. Siblings are well supported as the staff understand when it is important for them to play together and when and why it is important for them sometimes to play apart. Children chat animatedly about the creative activities on offer and share resources cooperatively between themselves. For example, they enjoy making sun and bee collages for a display and are eager to have their

work on show.

There are clear expectations about behaviour and the staff are consistent in their boundaries and children are able to 'let off steam' after school if they need to in a boisterous, yet safe way. Children communicate well with each other and with the adults around them. They speak very politely and with confidence. Children hold conversations naturally and they are keen to talk about trips they have been on with their families. They listen carefully, and with interest, to the views of others who have been on similar trips. Staff support children who speak languages in addition to English well by working closely with parents and the school. This means that those children learn rapidly from their friends and the adults who look after them, and quickly join in confidently.

There are plenty of opportunities for physical play. There is a large playground area, which has a safety surface and a playground area for large ball games. There are many resources to choose from, which means that all children are encouraged to move in different ways and to run, jump, climb, balance and throw. Older children and younger children mix very well in the outside area enjoying chasing games, football games and imaginative games where they pretend to be animals. Children are independent because they make choices about the games they would like to play with and about where they would like to play. They are able to take themselves to the toilet when they want to and help themselves to drinks if they are thirsty.

There is a range of picture and chapter books for the children to enjoy, which are appropriately stored where the children can access them. However, there is not an area where children can rest and sit comfortably with story books. The staff read to the children if they ask but a welcoming area to promote literacy and reading is not readily available.

The staff know how to develop the children's understanding of mathematics and they talk about numbers and shapes readily during the children's play. Staff encourage children to think about the shapes they make as they cut things out and staff ask children to count out cups and plates at mealtimes. Resources are interesting and varied and give children good opportunities to think about the world around them. However, there are fewer resources to support children's interests in technology, which means that the children cannot easily practise their skills for future learning. The staff are aware of this and speak determinedly about raising money to purchase suitable resources.

There are many imaginative and exciting opportunities for children to be creative and children enjoy seeing their work on display and proudly take home the things that they have made. Staff value all children's efforts equally and the work of the youngest children is put on display alongside the work of older children, which boosts the confidence for the youngest children.

The enthusiastic staff greet the children cheerfully as they arrive so the children who attend are happy and excited as they come in from school. They laugh, talk and chatter enthusiastically about what they plan to do and what they have done during the day and the staff listen with interest. The expectations of the staff are extremely high and as a result the children are very polite, they behave extremely well and are very caring towards each other. The staff are committed to creating a homely atmosphere for the children which feels different to the school day and they are extremely successful in achieving this. The staff clearly are dedicated to the children and to their success. They work hard to make sure that every child has what they need and as a result the children thrive.

The key person system is fully embedded and staff know the children and their families very well. The staff describe themselves as 'go-betweens' for the school and the families and they take this role extremely seriously and are meticulous in the way that they share information between all those involved.

Staff encourage children to take care of themselves by eating healthily and taking lots of exercise. Children make up their own games and staff support them to make decisions about whether something is safe or not, such as balancing on a bench in the playground. Staff listen to the children's questions about what they can and cannot do and discuss with them ways that they can keep themselves safe. For example, staff discuss why it is important to tell someone if they are going to go in to or out of the playground area.

The good range of resources, both indoors and outdoors, encourages children to make independent choices about their games. Resources are suitable for all ages and children play together making up games and sharing toys. Staff support these games very well knowing when to be involved and when to let the children take the lead. All children show confidence as they move around and demonstrate independence as they make decisions about their games. Younger children benefit greatly from the support given by the older children. They are tolerant, considerate and respectful of the views and opinions of their younger friends. The children take great care with resources putting them away in the right places when they have finished playing with them.

Staff are very sensitive to the needs of the children and provide sleeping mats if the younger children need to have a rest after school. Staff nurture the youngest children and go to great lengths liaising with the school and with parents to help to ensure that all children are settled and happy. Parents are delighted with the way that children settle in and praise the contribution of the older children in the care of the younger ones. The staff are proud of the children and very obviously enjoy seeing them grow in confidence as they settle fully into school. Staff speak passionately about their roles and see themselves as instrumental in each child's developing confidence and independence.

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

The managers have a thorough understanding of the Early Years Foundation Stage and work hard to ensure that their after school club meets the requirements. They reflect on

what they offer to children and make adjustments to their practice if they think it is necessary. Staff speak very confidently and knowledgeably about their roles and focus their energies on ensuring that they do their best for the children.

There is a small staff team who work very well together discussing issues as they arise and working hard to find effective solutions. Staff hold ongoing, informal discussions on a daily basis to make plans for individuals to make sure that everyone is working towards the same targets for children.

There are effective measures in place to safeguard children and all staff fully understand their responsibilities for protecting children. Staff use walkie-talkies to communicate with each other between the indoor and outside areas and are able to effectively promote the children's safety as a result. Children show that they feel safe as they move confidently and independently between the play areas and to and from the toilets. All staff have a thorough understanding of safeguarding procedures and know what to do if they are concerned about a child. As a result of this knowledge children are well protected. Staff effectively use risk assessments to identify any hazards with equipment or with the premises and results are acted upon immediately to keep children safe.

Staff are constantly thinking of ways to improve and work with West Sussex County Council to make sure that ideas move forward. Staff reflect well on what they are good at and are able to identify areas where they need to do better to further improve the quality of the provision. Parents feel confident to ask questions and make suggestions about what could be improved and children are also invited to contribute their views when resources are being replaced. The managers are very confident in their role and enjoy the challenge of making changes for the benefit of the children. They have demonstrated that they are able to implement effective changes as they have recently had to move locations within the school building and parents are full of praise for how they handled this.

The managers lead by example, which means that the care children receive is consistent and the approaches used by staff are well developed and well thought out. There is a very low turnover of staff yet the managers speak confidently of recruiting new team members if they need to. Recruitment procedures are robust and further ensure that children are protected. The management team effectively coach and mentor the other staff and sensitively handle any issues arising in a supportive way. Staff access further training when necessary to ensure that all skills are up to date. This means that the staff team are very settled and happy working together, which makes a cheerful atmosphere for the children to enjoy.

Parents are full of praise for the staff and appreciate the way that the partnerships work and trust them to do the best for their child. Staff have strong links with the school speaking daily to class teachers collecting and passing on messages about children. Staff liaise effectively with everyone involved in the care of the children to meet each child's needs. This, along with their own professional knowledge, means that they feel confident to raise any concerns with class teachers as well as with parents.

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	EY432455
Local authority	West Sussex
Inspection number	816689
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	25
Number of children on roll	36
Name of provider	Grovers Kids Club
Date of previous inspection	02/02/2012
Telephone number	07932 966 629

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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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