

Elson Breakfast & After School Club

Elson County Infant School, Elson Lane, GOSPORT, Hampshire, PO12 4EU

Inspection date	04/06/2013
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	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- All staff have a good knowledge of the Early Years Foundation Stage and how to promote learning through play.
- Effective relationships with the school enable the club to compliment children's learning.
- The relationships between the staff and children are very positive resulting in children enjoying their time at the club.
- All children are treated as individuals in this fully inclusive setting.

It is not yet outstanding because

- Records about children's progress are not consistently shared with their 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
- 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 and spoke to the children.
- The inspector had discussions with staff and parents.
- The inspector sampled the documentation kept on the children including observations and planning.
- The inspector observed the children being collected at the infant school and brought over to the junior school.

Inspector

Amanda Shedden

Full Report

Information about the setting

Elson Breakfast and After School Club originally registered in 2004 and registered in its current location on a temporary basis in 2012. The club is one of five provisions managed by the providers. The setting is based within the Elson County infant and junior schools in Gosport, Hampshire. The club have access to the school hall, drama studio, kitchen, toilets and outside facilities within the school. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club operates a breakfast club from 7.30am and takes the children to their respective classrooms for the start of the school day. The after school club operates from the end of the school day until 5.45pm. The club is open to families of children attending Elson infant and junior schools.

What the setting needs to do to improve further

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

- enhance opportunities so all parents can review their children's progress regularly and contribute to their child's learning and development record.

Inspection judgements

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

Children have great fun at the after school club. Children are fully involved in the choices about what they want to do and activities they wish to participate in. At times, this is a continuation of an activity that they have enjoyed at school; at other times, it reflects their own interests.

Each child has a key worker who is aware of the learning requirements of the Early Years Foundation stage. Staff work closely with the teachers exchanging information which links to the individual child's learning. The successful planning of activities includes information from the teachers together with the children's own ideas. This results in staff offering the children a range of interesting activities that support their learning and reflect their interests that promote their progress.

The theme during the inspection was recycling and children enthusiastically made parachutes from plastic bags throwing them up in the air and watching them float down. The interaction with staff encouraged children to talk about weight, size and air so they understood how the parachutes work. Other children were busy planning the designs of the hot air balloons they were making later in the week using recycled materials. Children enjoy sitting with staff having stories in small groups, helping to promote the enjoyment

of books. They show respect for each other as they take turns to talk about the story.

Children with additional needs are particularly well supported. They have one-to-one support with a staff member who has a clear idea of the child's needs. The activities are inclusive and they are able to join in any of the activities if they wish. Staff work closely with the teachers and parents to ensure that they have continuity of care and learning.

Children have an extensive range of resources to help their physical development. They have a great time using the adventure trail in the school's playground developing their climbing and balancing skills. They play together in games such as tag and with the large parachute. They co-operate together as they spin each other around in the parachute and take turns running underneath. They work together turning the parachute into a den attaching it to the trees in the garden and running with delight in the darkness beneath the parachute. These activities successfully promote children's skills in learning how to work together developing skills for the future.

There are positive relationships with the parents, all of whom are extremely pleased with the club. They state that their children are very happy here, they enjoy a range of experiences and the staff keep them informed of the activities their children have enjoyed.

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

The effective key worker system helps the children form secure attachments and feel safe at the club. The children have good relationships with each other and the staff. Behaviour and codes of conduct are well established with the children. Children are clearly aware of the rules of the club and of the expectations of behaviour. Their behaviour is very good.

Children contribute their knowledge and ideas of how to stay safe whilst, for instance on the climbing equipment. They know how to evacuate the building if a fire were to occur, saying they ' have to stand still and pay attention' when the alarm sounds.

Staff are good role models, their positive interaction with the children supports the children in feeling safe. They help the children in gaining a healthy lifestyle by providing a wide range of activities that help develop their physical skills. They ensure that there are always drinks available for the children, particularly whilst undertaking rigorous activities. The children choose for themselves what they have at snack time from a range that includes bread and crackers with a variety of spreads to choose. They are given time and encouragement to spread the toppings themselves. Children enjoy fruit as well as having a choice of drinks. They sit outside in small groups making snack a social event.

Children enjoy themselves engaging in a range of different resources that give them a range of experiences and challenges. Whilst the group are in this temporary accommodation, the resources are not as extensive as the management would like however, the children have enough to keep them engaged and interested.

The staff work well as a team to ensure that the children's needs are met and that they have time to sit and play with the children. Their positive interaction encourages children to play co-operatively, develop independence and use their imaginations.

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

There are robust recruitment procedures in place to ensure that only appropriate persons are appointed. There is a thorough induction with senior management monitoring any new members of staff. They encourage staff to develop their professional skills by undertaking appropriate training courses to develop their skills and knowledge further.

All staff have a good knowledge of safeguarding procedures and of the procedure to follow if they had a concern about a child. Staff ensure that all the children are safe through good procedures that are in place. For example, staff are vigilant when escorting the infant school children over to the junior school where the club is situated. Accidents are monitored to see if there are any common factors involved. Children are asked their ideas about how to play safely, for instance when using the adventure trail.

Systems to monitor and assess the provision are successful because staff, parents and children contribute to the self-evaluation process. Parent questionnaires and discussions are used to seek parents' views. Staff seek children's views about activities they would like to be included in future planning. The manager is very aware of the limitations of using these temporary premises. She has created a development plan that includes areas for improvement. This includes moving back to their original premises that will improve the outcomes for children further. Consequently, the capacity to improve is good.

Key workers undertake worthwhile observations on the children and these are linked to the seven areas of learning. They make plans that cover all areas of the curriculum offering the children a broad range of stimulating and exciting experiences to support their progress. Children with additional needs are particularly well supported. Staff work closely with parents and teachers and they work with outside agencies to ensure they are supporting the children effectively. They work closely with the children's teachers, sharing the reports they have created from their knowledge of the children. This exchange of information keeps both parties informed and any areas of development are highlighted for the individual child. Parents are aware that the after school club compliments the children's learning. However not all parents have seen their child's report, and are therefore unable to contribute what they know about their child's learning. Parents are extremely happy with the club and state that their children enjoy coming here and they are aware of the experiences their children are having.

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	EY458234
Local authority	Hampshire
Inspection number	895177
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	55
Number of children on roll	38
Name of provider	Woodpeckers Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07816534879

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

