

Fair-Play ASHC

Icknield Walk First School, Poplar Close, ROYSTON, Hertfordshire, SG8 7EZ

Inspection date	15/05/2013
Previous inspection date	30/03/2009

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 motivated to learn in this inclusive and welcoming setting. The children benefit from a good variety of interesting and stimulating activities.
- A priority is given to supporting children's physical development. Staff are skilful in encouraging children to participate a variety of games; consequently the children have lots of opportunities to develop their physical skills.
- The staff are caring and skilled in meeting the needs of children with special educational needs and those learning English as a second language.
- Children are very well behaved and play together happily. The older children are particularly caring towards the younger children. This creates a warm and friendly atmosphere.
- Children's continuity of care is supported well because staff work very closely with all schools to share information about children's learning and development.

It is not yet outstanding because

- Opportunities for young children to engage in role play are limited.
- The younger children are not always encouraged to develop their independence at snack time as their drinks are poured for them by adults.

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 the play room and the hall.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Fair-Play After School and Holiday Club was registered in March 2005. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is sited within Icknield Walk First School in Royston, Hertfordshire. The children attending the club come from the host school and a number of other local schools. The club is privately owned. The after school club operates from Monday to Friday, term time only. Sessions are from 3.10pm to 6pm. Children attend for a variety of sessions. The club also provides care during the school holidays.

The club employs eight members of childcare staff; four of the staff hold appropriate early years qualifications at levels 2, 3 and 4. A maximum of 30 children between three and eleven years may attend the club at any one time, currently there are 14 children attending within the early years age group. The club supports a number of children who speak English as an additional language and children with special educational 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:

- create increased opportunities for children to engage in role play

- encourage children to be more independent at snack time by enabling them to pour their own drinks.

Inspection judgements

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

Children are motivated and eager to play and learn; they join in activities with enthusiasm and enjoy their time in the club. Staff show a good understanding of strategies that engage children's interest and plan fun activities that encompass the areas of learning. The staff ensure that children are provided with a good range of play opportunities to help them make good progress across all areas of learning and development.

Promoting children's physical development is a strong feature of the setting. The sessions are inclusive with younger children being provided with designated space in the hall so that they have plenty of room to play and run around. A good balance of boys and girls

participate in the games. Children thoroughly enjoy a football game kicking and running with a large soft ball in the hall. The adults engage well with the children making the game fun and encouraging the children to run fast and to participate fully. The children behave extremely well and the older children are caring towards the younger children. The children demonstrate good physical skills in running and controlling the ball.

The children are encouraged to be independent in their learning and they are able to choose whether they want to play in the hall or remain in the main play room. Children enjoy building models with junk materials. The staff are careful to ensure the resources are accessible to and plentiful for the children. Children concentrate and persevere for an extended period of time making robots, mobile phones and models of characters from the books they have read. They use boxes, card and coloured tissue paper to create their models. Adults intervene appropriately to offer praise and encouragement; this supports the development of self-confidence and encourages children to persevere when faced with a challenge.

The children are given good support in developing their language and literacy skills. The staff read to the children taking care to talk to them about the story and the pictures. The children sit comfortably on large bean bags to listen to the story. They listen attentively and clearly enjoy being read to. In this way the staff are helping the children to develop an interest in and love of books.

Staff observe the children and make assessments to monitor their progress and use these assessments to plan suitably challenging activities. Staff play with and listen to children, questioning them during activities in order to extend their learning and enhance understanding. The majority of children are making good progress in working towards the early learning goals. Where children's starting points are below those of their peers assessments show that they are making good progress. In particular, children who speak English as an additional language are supported well to develop good language skills. Effective partnerships with parents make a strong contribution to meeting the needs of children.

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

Children play very well together and it is good to see the older children supporting younger children in their play. Relationships are strong at all levels and children are learning to respect each other's differences. For example, children with special educational needs and those learning English as a second language are very much included and involved in the activities. Staff liaise closely with parents to ensure that they are fully aware of children's individual needs in relation to diet and medication. Children behave extremely well; they are encouraged to behave in a positive and respectful manner. The provision has a warm and friendly atmosphere.

Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and to take regular exercise. The club provides good

support to children in developing a healthy lifestyle. The children are provided with a snack which is nutritious and includes fresh fruit. Staff pour drinks for the children and prepare and cut up their fruit for them. The staff are not, therefore, taking all opportunities to encourage the children to be independent when eating and drinking.

The club provides a stimulating well-resourced environment to support children's all round development and emotional well-being. The children have use of spacious outdoor grounds and a hall; the opportunity to run and play games and enjoy fresh air promotes their physical development and well-being. Staff help children learn to use the equipment safely. They know the children very well, consequently the children will approach them about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. Children are well prepared for the next stage in their learning because adults provide appropriate support to prepare them for their transitions, to either other settings or schools.

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

The manager and her staff are motivated and committed to providing good quality provision for all children. They have a clear understanding of the Early Years Foundation Stage requirements and strive to deliver an enjoyable experience for all the children. The staff have widened their knowledge and experience by attending training courses. Effective policies and procedures are in place for recruitment and induction ensuring that staff with appropriate skills and experience are employed. The manager holds regular supervision meetings with her staff and appraisals take place annually, consequently staff performance is monitored and supported.

Staff work well in partnership with parents. Parents spoken to at the time of the inspection feel well informed about the provision and stress how much their children enjoy attending the club. The club also enjoys a very good relationship with the host school. Communication between the school and club is well developed and this helps to ensure that the children's welfare and learning needs are met. The manager has been pro-active in developing links with the other schools that the children attend. The manager seeks professional advice and support for those children that are vulnerable and those with special educational needs or disabilities. This ensures that appropriate interventions are secured and children receive the support they need.

The club has appropriate policies in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised. Detailed risk assessments confirm that the staff carry out regular safety checks of the premises to eliminate hazards. Security of the premises is a high priority and the club has a well-developed procedure in place for recording the children present. Staff create an environment that is safe and welcoming, where children feel secure and happy.

The club evaluates its strengths and weaknesses through a planned self-evaluation

process. The setting is ambitious to improve and takes feedback from both parents and children. When areas for improvement are identified an action plan is put into place. The recommendations from the previous inspection have been fully addressed.

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	EY300203
Local authority	Hertfordshire
Inspection number	877863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	30
Number of children on roll	14
Name of provider	Leonie Campbell
Date of previous inspection	30/03/2009
Telephone number	07905 001403

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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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