

# The Great Group After School Club

Baldock Community Centre, Simpson Drive, Baldock, Hertfordshire, SG7 5DF

<b>Inspection date</b>	21/05/2013
Previous inspection date	08/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The carefully planned playroom creates an enabling environment for all ages of children to promote independence and engage children in purposeful play. Children benefit from a wide range of toys and equipment to support their learning and development.
- Partnerships with parents, other agencies and providers are well established and make a strong contribution to meeting children's needs.
- 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.
- Staff create good opportunities for children to be independent at meal times, such as pouring their drinks and clearing their plates away.

### It is not yet outstanding because

- There is scope to extend the range and variety of outdoor activities offered that encourage children to investigate and explore the natural world.

## 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 playroom and in the outside area.
- 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

The Great Group After School Club was registered in 1996. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Community Centre in Baldock, Hertfordshire. The children attending the club come from three local schools. The club is managed by a committee. The after school club operates from Monday to Friday, term time only. Sessions are from 3.15pm to 6.15pm. Children attend for a variety of sessions.

The club employs eight members of staff; five of whom hold appropriate early years qualifications at levels 2 and 3. A maximum of 40 children aged between four and 11 years may attend the club at any one time. Currently there are seven children attending within the early years age group.

### 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 a wider range of outdoor activities that encourage them to investigate and explore the natural world.

### 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.

The children have freedom of movement between the indoor and outdoor areas. Since the last inspection the outdoor area has been fenced and is now fully enclosed. The children play with soft balls and enjoy running and kicking the balls. Other equipment, such as hoops, bats and balls, are also popular with the children. These experiences effectively contribute to children's physical development. However, children have less opportunities to explore and investigate when outside, and there is recognition on the part of the manager that a wider variety of activities, such as encouraging children to plant seeds, care for them and watch them grow, would benefit the children. Physical activities are popular in the main playroom where children thoroughly enjoy a football game, kicking and running with a large soft ball. The adults engage well with the children making the games 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 what they want to do. Children enjoy drawing and decorating sand castles. The staff ensure that this activity is well resourced by providing paint, glue sticks, pencils, coloured 'sand' and paper. The staff are careful to ensure resources are plentiful and easily accessible to the children. Children concentrate and persevere for an extended period of time when drawing and decorating their sand castles. 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. Staff ensure that the books available are suitable for a wide age range and are easily accessible to the children. A group of girls each select a book to read in a small tent which had been set up in the playroom. The children sit comfortably on cushions to read their books. The staff encourage reading and help the children to develop an interest in both fiction and non-fiction books.

A well-resourced role play area includes a variety of dressing-up clothes. The children enjoy wearing cat costumes. They move around the playroom freely and then sit together in a box pretending to be sleeping cats. The adults watch the children but do not interrupt their play, so that children are able to represent their own ideas, thoughts and feelings through role play.

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 children are making good progress in meeting the early learning goals. The staff share the children's observations and assessments with their parents, in this way parents are kept well informed about their children's progress.

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

A key worker system is in place to support the youngest children. This helps the children to feel safe and secure in the club. Relationships are strong at all levels and it is good to see the older children supporting younger children. Children play happily together and enjoy each other's company. Staff liaise closely with parents to ensure that they have the necessary information about their children to help them settle in as quickly as possible. Children behave extremely well; they are encouraged to behave in a positive and respectful manner. The provision has a warm and friendly atmosphere.

The club provides good support to children in developing a healthy lifestyle. The children help themselves to their snack from a buffet-style table. They can select sandwiches, carrots, savoury biscuits and fresh fruit and notices are displayed to help children make connections between what they are eating and a balanced diet. The children pour their

own drinks and remove waste from their plates and return the plates to the kitchen. The staff use the snack time as an opportunity to allow the children to be as independent as possible. Water is available at all times so children can help themselves to a drink when they are thirsty. Children are encouraged to learn the importance of basic hygiene and ensure their hands are clean before eating. The staff give clear messages to the children to ensure they are developing a good understanding of why it is important to have a healthy lifestyle.

The club provides a stimulating well-resourced environment to support children's all-round development and emotional well-being. The children have use of an enclosed outdoor area and a range of physical activities are also held in the spacious playroom. The children make the most of the opportunities to run, play games and enjoy fresh air. The club successfully promotes children's physical development and well-being. The children are taught to keep themselves safe, for example, they are reminded about safety issues when using scissors. The staff know the children very well, consequently, the children will approach staff about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. The children attending the club come from three different schools, they learn to mix successfully with a wide group of children and this helps 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 work closely together forming a very effective team. They 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 the outcomes from these meetings feed into the annual appraisal process. The manager monitors the work of staff and reviews records on the children's progress. As a consequence, staff performance is monitored and supported.

The club enjoys a close working partnership with parents and this makes a strong contribution to meeting the needs of children. 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 manager has been proactive in liaising with the three schools that the children attend. Communication between the schools and club is well developed and this helps to ensure that the children's welfare and learning needs are met. For example, the staff reflect the themes that the children are following in school as part of the club's educational provision. Advice is sought when necessary from the local authority's out of school adviser.

Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised both indoors and outside. The club has appropriate policies in place to meet the safeguarding and welfare requirements of the

Early Years Foundation Stage. Risk assessments are reviewed annually and a daily risk assessment of the premises takes place before the children arrive each afternoon. 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 manager, her deputy and staff are committed to making the best possible provision for all the children. They are continually looking to improve and have fully addressed the recommendations from the previous inspection. The club evaluates its strengths and weaknesses through a planned self-evaluation process which involves all the staff. The club takes feedback from both parents and children and acts on their suggestions for change. For example, soup has been introduced at tea time at the request of the children. When areas for improvement are identified, an action plan is put into place. There is good capacity for further improvement.

### **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

<b>Unique reference number</b>	146803
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	876189
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	108
<b>Name of provider</b>	The Great Group After School Club Committee
<b>Date of previous inspection</b>	08/12/2008
<b>Telephone number</b>	07811529511

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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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