

# Debden After School Club

Debden Park Arts & Community Centre, Willingale Road, Loughton, Essex, IG10 2BQ

<b>Inspection date</b>	12/07/2013
Previous inspection date	21/09/2009

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

- Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, there is a good balance of adult-led and child-initiated activities that support children's learning.
- Security and safeguarding children are of paramount importance. Staff have effective strategies to ensure children are protected from harm at all times.
- Good partnerships with parents ensure staff regularly exchange information to meet children's individual needs.
- Effective partnerships with the schools children attend ensure that children receive continuity of learning and smooth transitions.
- Self-evaluation and reflective practice ensure that staff understand their strengths and weaknesses and, as a result, set themselves ambitious targets for future improvements.

### It is not yet outstanding because

- Children are not always aware of, or do not have full access to, all the available resources. This limits the choices that they can make and impacts on their ability to independently select resources.

## 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 garden, and on the walk from school.
- The inspector spoke with the staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies, planning, children's journals and all relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

Debden After School Club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from the Debden Park Arts and Community Centre in Loughton, Essex. There is an enclosed garden available for outdoor play. The club serves schools in the local area and is accessible to all children.

The club employs nine members of staff, six of whom hold appropriate early years qualifications. It opens Monday to Friday from 7.30am until 8.30am and 3.15pm until 6pm during school term times. Children attend for a variety of sessions. There are currently 25 children on roll who are in 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:

- consider producing a display book of all the play resources available, to enable children to choose from a wider variety of resources to promote their independence.

## Inspection judgements

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

The staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and a good understanding of how children learn. There is a good balance of child-initiated and adult-led, play-based activities. Observations and discussions with parents enable key persons to understand children's abilities and interests and to provide appropriate resources to support them. As a result, children are motivated and eager to learn, and any gaps in their learning are quickly identified. Staff are encouraging and praise children's achievements, promoting their willingness to learn. For example, children show staff their drawings of super heroes, and staff ask open-ended questions to extend children's imagination and thinking skills. Children are continually engaged in activities indoors and outdoors and are motivated to learn. Their physical development is promoted by a variety of resources to support their play, such as ball hoppers, skipping ropes, bucket stilts, hoops and balls. Resources for learning and play are in plentiful supply and children choose what they want to play with. However, children do not see the full range of resources as they cannot access the storage area. This means that children cannot always make independent choices about what they play with because some resources remain on the shelves unused. This also limits the variety of resources available to children.

Children have very good opportunities to demonstrate their creativity and develop fine motor skills. Children's interests are used to determine the type of creative resources made available. For example, children who enjoy tattoos express their ideas on paper and with body art on their hands and arms. They make intricate patterns with beads and produce their own booklets with colourful patterns. Children's artwork is displayed and preserved to show parents, and this helps children to feel proud of their achievements. Writing implements and colouring pens are always accessible to all children. They develop the skills they need for future learning when they write captions for their drawings. Staff take photographs of children's creations as they draw self-portraits on large white boards with marker pens. Children concentrate on fixing pieces of track together for the train set and build models with construction bricks, sitting back to survey their work with satisfaction. Books are available for those who want to sit quietly and read, and there is a quiet area for homework.

Staff spend time engaging children in conversation. They support children in their activities but are careful not to interrupt children's creativity or influence their choices. Staff gather information from parents about the children when they first start at the club. Daily discussions between the staff and parents support staff to plan activities for the children and exchange information about children's progress and achievements. Parents speak very highly of the setting. They are full of praise for the staff and the way they interact and engage with the children. Children are keen to tell their parents what they have learned at the club and take their work to continue at home. They are encouraged to become independent learners, which supports the transition to the next stage in their learning.

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

Each child within the Early Years Foundation Stage has an allocated key person, with whom they form close attachments. Children build good relationships with all staff and children. They are well behaved, outgoing, friendly and sociable. Staff ensure the children understand how to behave responsibly by acting as positive role models, especially when walking to and from school. Staff talk to children about the dangers that can be encountered on their walk, especially from traffic. All staff follow the club's 'road code' and they guide children in pairs as they teach them good road safety skills. Staff enter the road first and ensure traffic has stopped both sides before allowing children to cross. Mobile phones may be in use at this time to aid communication between staff to ensure the safety of all children. They take the safest possible route to the club, reminding children to be careful of the stinging nettles as they pass an allotment and why they should not kick stones on the gravel. Children know the routines of the club as they hang up their jackets and place their bags tidily. They sit down for a drink as staff call the register, which is taken before leaving the school and on entry to the setting to ensure all children are accounted for.

Safety is paramount at the setting. The club is situated in a community building used by other people. Staff have installed an alarm on the inner doors to alert them to people entering or leaving the premises. A large mirror is strategically placed to reflect the inner doors so that all visitors can be seen by staff who are using the office. Children do not leave the main hall unless accompanied by a member of staff. Therefore, they remain safe

at all times. Children are given full instructions about safety as part of the induction procedures. They learn about and practise the emergency evacuation procedure on a regular basis. The premises, garden, outings and activities are risk assessed robustly, and regularly supplemented by daily checks. This means that children are free to move around and take risks in a well-managed environment with good support from staff.

Children are happy at the club. They play cooperatively together and make friends with children from other schools. Children's health is promoted through good hygiene procedures as they are encouraged to wash their hands before eating and after visiting the toilet. Children have plenty of opportunities to play outside in the fresh air. Sports activities are provided which strengthen children's muscles, and a team spirit is promoted as they race and play team games. Fresh food is prepared daily. Children choose from the menu of the day and are encouraged to make healthy choices from the range of food available. For example, salad vegetables, ham and bread are served for children to make their own sandwiches. Children learn to be independent as they prepare their own snack and manage their own personal care needs. They also learn skills for the future, such as good table manners, politeness and social skills. Children who experience the setting for the first time in readiness for the new term are accompanied by their parents on the walk from school to reassure them and help prepare them for the transition after the holidays.

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

Staff have good procedures in place for the management of the club when the manager is away on leave. The deputy manager and administrator understand the day-to-day operation of the club and provide good leadership. Staff performance and under-performance is monitored and they are well supported through appraisals and regular meetings. Staff morale and self-esteem are reinforced as each day a different staff member takes the lead as duty manager and takes control of the running of the session. All actions and recommendations from the last inspection have been successfully addressed. Staff ratios and qualifications are well maintained and good back-up arrangements exist. Staff ensure that every day there are sufficient, well-qualified staff available to support the children in their play and learning.

The club has robust policies and procedures which are effectively used to ensure the health and safety of all the children. Policies are available on the club's website and are regularly reviewed and updated. This includes a policy on confidentiality to ensure that children's and families' privacy is respected and data protection upheld. A clear safeguarding policy is also in place, along with a policy restricting the use of mobile phones to times when communication is essential. Mobile phones are not used to take photographs or used by staff for personal reasons. The club has a separate camera for taking photographs of children's activities for inclusion in their journals and to share children's achievements with parents. Children are effectively protected because the staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. There are rigorous recruitment procedures and all staff have undergone the necessary background checks.

Information is gathered from parents about children's individual health needs, and staff have undertaken first aid training so they can deal with minor injuries should the need arise. All staff undertake frequent training in order to continue to develop their knowledge and skills. The club has an open-door policy and parents are welcomed into the club at any time. This contributes positively to the well-being of the children and reassurance of parents. Important information is displayed on a portable notice board, and newsletters are sent home to parents every term. Staff communicate with parents by text or email if changes occur to events or arrangements. Parents and children are invited to contribute their ideas and suggestions on questionnaires. Essential links with early years teaching staff from the schools children attend, and other professionals if needed, have been effectively established to ensure continuity of care and children's learning.

Self-evaluation is continually reviewed and the staff have many plans for the improvement and development of the club. These plans include the provision of a separate homework and quiet room from September 2013 where older children can study and concentrate. Safety will be further improved by moving the office closer to the main doors of the premises so staff can see more easily who comes in and goes out of the building. There are clear plans in place to provide children with uniform jackets bearing reflective stripes to further ensure their safety on the walk from school during the winter months. They are also reviewing their fire evacuation procedures to help children to recognise the sound of the fire alarm on the premises, so that they are well prepared in the event of a real emergency.

### **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>	EY342614
<b>Local authority</b>	Essex
<b>Inspection number</b>	925816
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	25
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Debden After School Club Limited
<b>Date of previous inspection</b>	21/09/2009
<b>Telephone number</b>	0208 4181217

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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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