

Friends at Play - Great Kingshill Out of School Club

Great Kingshill C of E Combined School, Cryers Hill Road, High Wycombe, Buckinghamshire, HP15 6JP

Inspection date

10/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's welfare is effectively protected as staff demonstrate a good knowledge and understanding of safeguarding policies and procedures.
- Children have formed firm friendships with others and older children enjoy including the younger children in their play. This encourages a positive sense of belonging for all children.
- Children are confident and thoroughly enjoy their time spent after school. Staff effectively plan and organise worthwhile activities, which reflect children's interests and build on what they learn at school.
- The strong links with the host school and positive relationships with parents fully support children as they move between school, home and the club.

It is not yet outstanding because

- Staff have not yet fully enabled home languages and customs to be brought into children's play at the out of school club and playscheme.
- The club does not use all the opportunities available to involve the parents in the monitoring process to improve the well-being of the children.

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 also took account of the views of parents and school staff spoken to on the day.
- The inspector and manager undertook a joint observation.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector held discussions with the manager of the provision and talked with the staff and children.
- The inspector observed activities in the school hall, dining rooms and the outside learning environment.

Inspector

Sheila Harrison

Full Report

Information about the setting

Friends at Play - Great Kingshill Out of School Club was registered in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Great Kingshill Church of England Combined School and is managed by a private provider. The club offers care to the children attending the school.

The out of school club employs four members of child care staff. Of these, one holds a qualification at level 5 and one holds a qualification at level 2.

The out of school club opens Monday to Friday during term time. The breakfast club operates from 7.40am until 8.40am and the out of school club opens at 3.15pm until 6.15pm. The holiday playscheme operates some school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently seven children attending 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:

- provide additional opportunities for children to recognise, value and use other languages and customs during their play to improve their learning even further
- build upon the already good relationships with parents to fully involve them in the evaluation procedures to further improve services for children.

Inspection judgements

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

Children have fun and enjoy their time in the club. Staff ensure that there are toys available that interest the children so they quickly become involved in their play. Children enjoy playing imaginative games and extending their creative ideas as they play with a small world castle. They create their own stories using the toys as props. This helps the children gain confidence in talking to one another and supports their communication skills.

Children greatly enjoy the electronic toys. They play physical games and enjoy participating in various exercises. They also use the programs that encourage them to solve various puzzles. This helps them make a close link between their actions and the result and develops their problem solving skills.

Staff encourage children to try new activities. Staff show children how to use the challenging playground equipment and stay close by until children feel confident to continue. Children reinforce their learning by continuing to practise their new skills on the balancing bars and climbing nets. This helps children to be motivated, eager to learn and persevere to achieve new skills.

Staff complete observations of the children as they play and learn, and from this the plans for future activities are developed. Staff vary the planned activities to meet the needs of the different stages of the children. Children enjoy the 'bingo' game where younger children are helped by the older, more able children to recognise the numerals on the bingo card. Staff plan interesting activities to celebrate the various festivals celebrated by the children at home. However, staff are less confident in accessing resources offered by the wider community in the languages and customs of others. This means children do not always have opportunities to appreciate the similarities and differences between themselves and others.

Staff's thoughtful care and attention helps children to make good progress overall, which complements their school day. Staff have an accurate assessment of children's prior knowledge and skills. They ask parents, on the application form, for their children's interests and work closely with the school to make plans that help the children progress. The school themes 'all about me' is taken into account as staff introduce craft activities linked to the information provided. Staff make effective use of school, home, club diaries to ensure parents and teachers are fully informed of children's play and learning at the club. This promotes continuity in children's care and learning.

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

Children and parents are made to feel very welcome and are developing a strong bond with the staff. The art work made by the children at the club and during the holiday playscheme is attractively displayed in the school dining room. Parents comment that they have easy and frequent conversations with the managers and staff to help their children start at the club successfully. Staff are vigilant in observing new children and ensure that they are fully involved and making friends. Staff act as the key person for each of the children attending the club that are in the early years age range. New children are shown around the premises and older children act as buddies. Children learn to play cooperatively and to take turns with the electronic games. The older children help to explain the rules to the younger ones. This helps children develop a strong sense of belonging and helps them to behave well.

Staff encourage children to be active and energetic as they use the challenging outside climbing equipment. They jump from tyre to tyre, which are laid in an attractive pattern in the adventure trail. Children are learning to be safe without being fearful, to be considerate and not bump into others. Staff ensure children are confident and know what to do during the emergency evacuation drill through regular practices. During the operation of the afterschool and breakfast club a variety of healthy foods are offered at

meal times. Children are encouraged to fill their own wraps at snack time independently. Their likes and dislikes are respected and the children that do not like wraps are offered suitable alternatives, such as toast. During the holiday playscheme children have valuable opportunities to discuss healthy foods as they make fruit smoothies and fruit kebabs.

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

Staff safeguard children effectively because the team has a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. All staff have undertaken safeguarding training through their roles in the host school. They are fully aware of relevant reporting and recording methods. Robust recruitment and vetting procedures assess staff's suitability to work with children and, therefore, children's welfare is protected. The management monitors the on-going suitability of staff effectively. Children's safety is of a high priority. The site is secure and staff closely supervise children at all times. Ample staff mean ratios are maintained to protect and meet children's needs.

Staff are aware of the learning and development and assessment requirements in the Early Years Foundation Stage. They work closely with the parents and other settings the children attend in order to monitor the provision to help children make the best progress they can. Staff have strong relationships with the school that children attend. Staff report that training they receive through the school helps them positively manage the behaviour with the children in the club. This enables an effective consistency of care and learning. Staff can describe appropriate activities to include those with special educational needs and /or disabilities and can demonstrate working with parents and other professionals.

The manager and staff are determined to continually raise standards. Staff suggest and discuss future improvements. For example, they are currently exploring ways of giving the children sufficient fresh air and exercise as the nights draw in and it will be dark soon after the children come out of school. Parents report that they are very happy with the club's efficient communication methods. Staff are easy to talk to and any comments are quickly addressed. Staff have plans to further involve parents and children in the self-evaluation process. However, this is not securely embedded in current practice to fully inform well-focused improvement plans.

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	EY458187
Local authority	Buckinghamshire
Inspection number	907674
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	35
Number of children on roll	50
Name of provider	Florence Giverny Ede
Date of previous inspection	not applicable
Telephone number	07725400974

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

