

Twigs After School Klub

Turnpike Way, Isleworth, Middlesex, TW7 5BF

Inspection date	17/09/2013
Previous inspection date	02/12/2009

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		3
The contribution of the early years provision to the well-being of children		3
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 demonstrate how they work in partnership with parents to support children's learning and development.
- Staff explain how they successfully addressed the recommendations raised at the last inspection to bring about improved outcomes for children.
- Staff demonstrate that they have strong relationships with children which helps to nurture their self confidence.
- Staff explain how they have developed good relationships with the schools' teachers to support children's development and needs.

It is not yet outstanding because

- Staff describe how they evaluate practice. However, this not fully effective to help target areas for improvement that will raise the quality of the provision and the level of children's achievements.
- Staff explain how they provide drawing and colouring. However, children's creativity through art is restricted by limited equipment being made available.

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 conducted a joint observation with the manager.
- The inspector observed older children and staff engaged in activities together.
- The inspector sampled documentation including policies and procedures, suitability of staff and children's records.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Bull

Full Report

Information about the setting

Twigs After School Klub is run by a parent management committee. It registered in 2000 and operates in the school hall in Smallberry Green Primary School, in Isleworth, in the London borough of Hounslow. A maximum of 24 children may attend the after school club at any one time. Children from the age of 4 to 11 years of age attend the club. There are currently 28 children who attend on a part time basis. There were children in the early years age group present at the time of the inspection. The after school club is open each weekday from 3.15pm to 6pm during the term time. The children have access to a secure enclosed outdoor play area. Children attend from Smallberry Green School and Marlborough School. The after school club employs three staff, two of the whom, including the manager hold a relevant childcare qualification.

What the setting needs to do to improve further

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

- improve self-evaluation systems to help identify areas where improvements can be made in practice and the provision for children

- provide further opportunities for children to extend their imagination and express themselves creatively.

Inspection judgements

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

Staff demonstrate that they have a suitable understanding of how children develop and learn. This means they know how to provide appropriate activities for the children. Staff demonstrate how these activities help the children to make progress in most areas of their learning and development. For example, they provide building blocks and wooden train tracks to help develop children's physical and mathematical skills. Staff explain how they encourage the children to be actively involved the club through being given specific roles to do. This means that children feel secure and are keen to take part as they feel they are part of the team. Staff demonstrate how they act as positive role models, valuing each child as a unique individual. This means they are supportive and attentive to children's differing needs. Staff show how they talk to the children while they play, ask them questions and show them what to do during activities. This helps to improve children's knowledge and progress their learning.

Staff state they are trained to be aware of identifying and supporting children with any special educational needs and/or disabilities. They also support children who learn or speak English as an additional language to promote their inclusion. Staff show how they liaise with parents to find out about each child's background and share information when they start at the club. This helps the children to settle quickly as their individual needs are met. Staff show how they record children's development through making observations of them. This means that they are able to identify the children's achievements and progress and share this with their parents. Staff describe how the activities they provide complement the care and education the children receive at school. Staff work collaboratively with parents and the schools the children attend, by sharing information about their learning and developmental needs. This gives the children continuity of care and supports their transitions in school. Parents comment positively about the club and say how happy their children are there. Parents state that they are able to share feedback informally at the end of the day about how their child has been. This shows how well partnerships with parents are developed.

Staff demonstrate how they further children's interest and enjoyment of books and literacy by reading to them. Staff show how they follow children's lead as they choose books and share their interest in the stories, illustrations and characters. This helps to increase the children's vocabulary and understanding and develops their communication and language skills. Staff describe how children play with computer games that help them to develop their hand-eye coordination skills. Staff show that children are encouraged to colour in pictures. However, the range of resources on offer does not include many that give the children the opportunity to be creative. This means that children are not able to fully develop their early writing skills and creativity. Staff describe how children enjoy activities such as skipping, ball games and scooters which they can do indoors and outside. This means that children have plenty of opportunities to enjoy physical challenges.

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

Staff demonstrate how they provide a caring environment and the children form secure attachments with their key person. This helps children's well-being and independence as staff explain how children are happy and enjoy being at the club. Staff explain how children are confident to talk to them about what they are doing at school. Parents comment that their children are 'so happy here they don't want to come home'. This demonstrates that children feel safe and secure in the club. Staff explain how they follow the settling in policy and procedure. This allows the children to settle in gradually, feel confident and secure being there.

Staff show that children behave well, show respect for each other and know and understand the behaviour rules. For example, during group time the children are able to remember and explain the club rules to a new child. This helps the children to develop positive behavioural and social skills. As a result, they learn how to be kind and considerate to each other. Staff explain how they promote children's safety appropriately by completing regular risk assessments to identify and minimise potential hazards. Staff describe how they discuss safety issues with the children while they play, such as not

walking around when they are eating. Staff state that children keep safe as they practise regular fire drills. This allows the children to learn what to do in the event of an emergency. Staff show that they are able to take appropriate action in the event of an accident as they have current paediatric first aid training. Staff explain that children take small but safe risks, for example, when playing skipping games or chasing games. This helps them to develop a secure understanding of safe practices.

Staff demonstrate that children are encouraged to develop a healthy lifestyle. For example, children have access to physical play and fresh air in the enclosed outdoor area. Staff describe how snack time is a sociable, friendly occasion when children make their own choices about what they eat. Staff show how they sit with the children during snack time, listen and talk to them about their day. This helps the children to feel valued and confident. Staff explain that children eat well because water and healthy food is provided for them. Staff show that they remind children about their personal hygiene and prompt them to wash their hands before eating. This helps the children to learn how to become independent in their hygiene. Staff demonstrate how the cosy bean bags help the children to sit and relax, which is important to their well-being after a busy day at school. Staff show how toys are easily accessible for the children so that they can make their own choices as to what they would like to play with. Children are encouraged to put their bags and coats in a special area. Consequently, the children develop their independence for when they are at school and their future learning.

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

The staff and management demonstrate that they have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate that they effectively use their training to further support children's learning. They clearly understand children's development and offer the children good learning experiences. Staff write observations and children's achievements, which they share with parents. These show that the children are making good progress in their learning and development.

The staff and management show that they understand their roles and responsibilities regarding safeguarding and welfare issues. Management demonstrate that they make sure all adults working with children undergo rigorous vetting to check their suitability. Staff demonstrate that they are trained effectively to fully understand and follow child protection procedures to help safeguard children. This means that they consistently provide a safe environment for children to play and learn in. Management show their written safeguarding policy and say how they know to report any concerns they have to the relevant authorities. Recommendations from the previous inspection have been fully addressed. Consequently, the club is bringing about positive improvements for children. For example, they now encourage children to be involved in the planning of the club activities and involve them in carrying out daily safety checks. Management show that all staff attend regular relevant training and are well-qualified or working towards qualifications to improve outcomes for children. Management show how they evaluate

practice. However, this is not fully implemented to help target areas for improvement that will raise the quality of the provision and the level of children's achievements.

Management state that since the last inspection they have worked hard to develop effective partnerships with other early years providers to share information. This helps to promote children's learning, development and welfare. Management describe how links with the school are firmly established and staff are able to extend children's learning through the activities they provide. Consequently, the club is developing links with other providers to offer continuity of care. Management demonstrate that partnerships with parents are strong. Parents donate their spare books and games for the children to use. The well developed relationships provide positive outcomes for children as staff know and meet their needs. For example, staff help children with their homework if parents request this. Staff state that they provide parents with verbal information about their children's achievements and welfare at the end of the day. Parents comment positively about the club, saying they are 'confident' with the care it gives to their children. Management show that there is a notice board with details about Ofsted, registration, insurance, safeguarding and key person groups. These all help the management to give parents information about the service the club provides.

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	116234
Local authority	Hounslow
Inspection number	842698
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	28
Name of provider	Twigs After School Klub Committee
Date of previous inspection	02/12/2009
Telephone number	07986 808 714

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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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