

Stowford Out of School Club

Exeter Road, Ivybridge, Devon, PL21 0BG

Inspection date	01/10/2013
Previous inspection date	15/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy their time at the after school club, they are happy and play well together.
- Staff promote children's self-esteem well, so children are confident and engage in conversation with staff and adults.
- Children enter a safe and secure environment, which is well organised and ready for when they arrive .

It is not yet good because

- Staff do not always plan suitable challenges for children, particularly in their literacy development.
- Staff do not provide children with a good choice of materials to encourage children's creativity and the development of their own style.
- While the management have made improvements since their last inspection the manager has not identified all areas for future development, or taken parent's views into account fully in this process.

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 accompanied staff collecting children from school.
 - The inspector observed activities throughout the session.
 - The inspector had discussions with the owner, staff, children, parents and carers.
- The inspector looked at a range of documents and policies, including staff records,
- safeguarding policies, children's observations and assessment records and the self evaluation form.

Inspector

Sara Frost

Full Report

Information about the setting

Stowford Out of School Club is a privately owned provision. It registered in 1995 and operates from a building within the grounds of the Stowford School in Ivybridge, Devon. The building is jointly used by the school and the out of school club. The club provides care for local children who attend the school. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, There are currently 42 children on roll, five of whom are in the early years age group. Children have access to an outdoor play area. The club is open Monday to Friday during term times only. Sessions are held before and after school from 8am to 8.45am and 3.15pm to 6pm, with an earlier finish at 5.30pm on Fridays. There are seven staff employed, four of whom hold a relevant qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan activities that more effectively challenge children's learning and development, especially in their literacy development.

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

- provide more opportunities for children to be expressive and develop their own creative style
- further develop self evaluation to fully incorporate views of parents and identify all areas for improvement.

Inspection judgements

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

Staff organise the room with a range of activities ready as the children arrive. Children spend time at activities, happily chatting with staff and adults about their day and for example the craft activity they are creating and what they intend to do first. However, as the activity is planned and organised by staff, and the activity is rather adult directed, the children's art work follows the same design and the results are extremely similar to each other. For example, pre-cut brown wool is the only resource provided to represent tree bark. This means that the resources offered limit children's options to be creative and

expressive for themselves.

Staff from the after school club meet regularly with the school reception teacher to discuss the younger children's progress. As a result, staff plan activities to help promote children's learning and development in areas identified by teaching staff and observed by staff at the after school club. However, some of the activities do not always support and challenge children well. For example, when staff plan an activity to help children form letters and write their names they do not provide enough space for children to do this, and provide crayons that are too thick for younger children to achieve the planned outcome. Also, children are encouraged to self register by writing their name on the chalk board. However, staff then write children's names on their art work so they are not consistent in their approach to promoting younger children's writing skills. Staff provide a balance of child-led play and adult -initiated activities to ensure there is variety in children's learning experiences. Children are confident to ask staff for additional resources from the cupboard if they want to play with other items that are not out.

Children join in group play well, staff explain rules of 'boules' although children enjoy playing their own version. Staff encourage and promote children's language throughout activities. For example, when children construct buildings using small blocks, staff talk to the children about patterns and colours, positioning of doors and windows. Staff plan some weekly activities based around observations for the younger children. In addition they incorporate interests, views and ideas from all children. Currently staff are mainly focusing on promoting children's personal, social and emotional development as the younger children are new to school and the after school club.

For the younger children staff record observations in their individual folders. This helps them to plan what the children achieve and then share this information with the children's parents. Parents have suitable involvement in their children's learning and development. They share daily conversations with staff as they drop off or collect their children

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

The atmosphere within the after school club is very relaxed and friendly, as a result children enter the building with ease. They are confident and openly tell adults they enjoy being at this after school club. They are happy and have formed sound attachments with staff in a very short time. The allocated key person system for the younger children ensures staff are familiar with children's individual needs and work closely with parents to provide and maintain continuity of care.

Staff have established good systems for dropping off and collection of the children from their respective classrooms at the beginning and end of the school day. Children understand expectations of them, for example they wait with staff outside each classroom area in pairs. When walking back to their building children and staff keep to the edge of the playground to avoid getting mixed up with other parents and children. This demonstrates that they are able to manage their own safety.

Children's behaviour is good and all children play well together. Children are secure and confident to share any injustices with staff and staff skilfully and sensitively handle the situation. Staff support new children well, respecting and supporting friendships which have formed in school to continue at the after school club to help new children feel safe and secure. Children share, take turns and respond to 'rules of the club' well. For example they accept graciously when it is time for the playstation to be switched off, and seek something else to play with.

Staffs promote children's independence through routines, such as washing hands unaided. This is further encouraged at snack times as children spread their chosen sandwich fillings staff provide support for those who need it. As a result children learn to take responsibility and develop good self-help skills.

As a rule children usually have daily use of the adjacent playground and children are able to play outside everyday, apart from when extreme weather conditions make it unsafe to do so. If this is the case, staff provide alternative activities to promote children's physical skills such as indoor 'boules'

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

The owner has a sound understanding of the welfare and learning and development requirements overall. She oversees the planning with all staff contributing to and the implementation of activities to promote children's learning and development. Staff demonstrate a clear understanding of their roles and responsibilities should they have a concern about any child's welfare. Staff are familiar with current practices as they have recently completed safeguarding training.

The owner has procedures in place to ensure that persons working with the children are suitable to do so. There are clear practices in place to ensure all relevant checks are completed and induction processes undertaken to ensure new staff are clearly informed about safeguarding practices. Clear practices are in place to ensure children are kept safe for example doors are kept locked and person wishing to enter the building are greeted by staff at the door.

The owner has implemented systems to supervise and her monitor staff, these occur on a monthly basis and are used to discuss practices, share any concerns and look at training needs. Since the last inspection the owner and her deputy have updated their paediatric first aid certificates. The owner now has systems in place which informs her when staff need to renew training such as paediatric first aid the owner to ensure she always has staff who hold a current first aid certificate. Regular staff meetings are held to discuss, areas such as planning, any changes in policies or updates such as safeguarding.

The owner receives feedback from parents and children through use of questionnaires distributed on a yearly basis and through discussions. The owner has begun to develop a self-evaluation of the after school club and highlights areas of strengths and aspects

completed following the previous inspection. However she does not fully draw on the views of parents about the nursery within her self-evaluation processes, and has not developed all of her plans to bring about future improvement well.

Information sharing with parents occurs on a daily basis, both verbally and through use of communication books. The owner and her deputy meet regularly with school staff to promote identified areas of children's learning to meet their expected levels of development. This demonstrates a strong working partnership between the after school club and school. Staff seek information from parents about their children's development. Partnerships with parents with regard to learning and development are strong. Staff share information with parents about their children's development on a daily basis to promote continuity.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	106233
Local authority	Devon
Inspection number	890156
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	42
Name of provider	Susan Lynn Roberts
Date of previous inspection	15/10/2012
Telephone number	07764 223968

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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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