

Conker Club

North Farnborough Infant School, Rectory Road, Farnborough, Hampshire, GU14 8AJ

Inspection date	24/10/2013
Previous inspection date	15/11/2011

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		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 enjoy a wide range of activities within the indoor and outdoor environment. They are independent and confidently choose and initiate their own play.
- Children's behaviour is good. They understand the importance of being kind to each other, sharing and take turns during play. Praise and encouragement from staff ensures children feel safe and secure.
- Parents are pleased with the care their children receive. They feel able to approach staff and discuss any aspects of care and feel staff are kind and helpful.

It is not yet outstanding because

- Although staff undertake regular observations of children's play, they do not always refer to these when planning activities.

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 held discussions with the manager and registered provider at appropriate times throughout the session.
- The inspector toured the premises with manager.
- The inspector spoke with staff and children during the session.
- The inspector looked at children's records, planning documentation, staff suitability and qualification records, and a sample of written policies.
- The inspector spoke with parents about their views on the club.

Inspector

Jane Franks

Full Report

Information about the setting

Conker Out of School Club registered in 1995. The club operates from rooms within North Farnborough Infant School. Children have access to the school hall, library, two classrooms, computer room, play grounds and field. It is open each weekday from 3.15pm - 6pm, term time only. The provision is registered on the Early Years Register. The club is also registered on the compulsory and voluntary parts of the Childcare Registers. There are currently 186 children aged from four to eight on roll. Of these 14 are in the early years age range. The provision has procedures in place to support children with special educational needs and/or disabilities and children who have English as an additional language. There are eight members of staff, of whom seven hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- make better use of what staff know about children when planning activities.

Inspection judgements

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

Children enthusiastically enter the club and staff welcome them into the friendly and warm environment. They immediately share their day with staff. Children chatter excitedly to their friends. Staff are very positive role models for the children and listen intently to what the children have to tell them. The relationships between staff, children and the school are strong. The effective communication channels between all three ensure continuity of care. This supports children's self-esteem and confidence well and encourages them to feel valued and included.

Staff are aware of children's starting points through assessment and parent partnerships. They have a secure knowledge on how to promote the learning and development of children at the club. Staff know children well. They ensure planning is flexible and meets children's needs effectively. The activities that staff provide stem from children's interests, choices, ideas and play preferences. Staff seek the views of the children with regard to their future play opportunities. Staff undertake regular observations of children as they play, although they do not always refer to these to support their activity planning further. Children benefit from plenty of fresh air and exercise each day and enjoy the wide variety of activities. Children choose when they wish to play outdoors and take activities outside if they choose to. They run, skip, climb and enjoy using balls, hoops and the large

apparatus, which helps build their physical skills. Children enjoy building dens, using their imagination and skills of creativity, as they independently select their own resources. Staff support children to balance on the large play equipment. Children enjoy active involvement in small world play, dressing up and participating in the art table. This environment effectively supports children's development and they are happy, settle quickly and thoroughly enjoy their time at the club.

Conversations between staff and children throughout the session, successfully enhances their language development. Staff skilfully extend children's learning through their play. They engage children in conversations whilst they play, to encourage their critical thinking language skills. For example, they make good use of open-ended questions, by asking children to tell them about their artwork. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities they enjoy at school. Staff spend time with the youngest children, building their confidence. Younger children enjoy exploring different toys and playing with older children, which helps to develop their social skills. Children are able to relax in quiet areas, where they take part in conversation with the staff and their peers. These activities support children's communication skills well. Children have access to a broad range of resources for writing and drawing, which helps support their literacy development effectively.

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

The club is welcoming to children and parents through the warm relationships that staff develop. As a result, children settle well and their individual needs are continuously met. The deployment of the staff and the excellent key person system promotes children's sense of security and belonging. Younger children are growing quickly in confidence in this warm and welcoming environment. Children understand the need to share, take turns and be kind to their friends and staff. For example, a child supports a younger peer in using scissors at the art table. Staff organise the learning environment very well, enabling children to choose resources and move between the indoor and outdoor area freely. This encourages their understanding of the importance of fresh air as part of a healthy lifestyle.

Parents comment very positively about the care their children receive. They feel that staff are professional, approachable and the club is invaluable. Staff know and understand children's individual needs well, because they spend time talking to parents and children during their initial visits to the club. They also talk to teaching staff at the school, which helps support children in their transitions between school, home and the club. All staff are knowledgeable of children's allergies or food preferences, which further ensures that they meets children's needs at all times. Children have a secure sense of belonging because they develop strong bonds with their key person. Successful handover systems from school to the club include discussion about the children's day. This ensures that staff inform parents appropriately about any issues.

Children are learning about the need for good hygiene practices as they routinely wash

hands after visiting the toilet and before touching food. Snack time is a sociable occasion which encourages conversation. Children talk confidently to their peers as they make their own sandwiches, which helps promote their independence and future life skills. Staff have high regard for children's safety. They supervise children well, in both the inside and outside environments. Rules on behaviour include the opinions from the children. As a result, children have a sense of ownership in the club, feel safe and are aware of their own and their friends' personal safety. Children's behaviour in the setting is exceptional as they engage in their activities. This is because children relate well to practitioners and develop good social skills. Staff encourage them to play co-operatively. Children enjoy and concentrate well when playing with the challenging activities available to them.

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

The club provides a strong welcoming environment, which values and respects both children and their parents. The manager is an effective role model and motivates the staff team to strive to achieve the best for all the children. The manager has a passion to provide high quality care for children. Recommendations made at the last inspection have been addressed successfully. For example, comprehensive risk assessment documents identify potential risks to children and the steps taken to minimise them.

Staff have up to date safeguarding and child protection knowledge, which helps them to protect the children in their care. They work together well and are very supportive of each other. Regular management observations and the 'open door' policy that the manager adopts, ensures that the club continues to provide high quality care and learning. All records of children and documents for The club keeps all children's records and confidential documents securely stored.

Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children; they take positive steps to safeguard children's welfare. Routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise them well as they move between the indoors and outdoors. Induction systems are comprehensive to ensure that staff are clear about their roles and responsibilities. Staff work together well. Supervision meetings take place on a monthly basis to monitor staff practice and training needs.

Staff engage with parents extremely well and this is strength of the club. Parents confirm they are very pleased with the club's provision. They find staff are friendly and helpful and keep them fully informed about their child's achievements. Good information is on display for parents within the club. The club has good working relationships with the onsite school, which impact positively on children's move between the provisions. The school values the club's provision and feels that the staff support parents and children well. Staff regularly exchange information with the children's teachers, which ensures good continuity of care.

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	507916
Local authority	Hampshire
Inspection number	814317
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	46
Number of children on roll	186
Name of provider	Conker Club Committee
Date of previous inspection	15/11/2011
Telephone number	07812097172

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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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