

Club Connect

Farnborough Baptist Church, Queens Road, FARNBOROUGH, Hampshire, GU14 6DX

Inspection date

Previous inspection date

03/12/2013

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

- Staff work very well as a team to provide a happy, welcoming environment where children relax and have fun.
- Children enjoy free access to a good, varied range of toys and activities which support their all round development.
- Behaviour management is very good. Children know what is expected of them and they have very good relationships with both staff and each other.
- The leadership and management is strong. The manager has a clear vision for future improvement to benefit all children.

It is not yet outstanding because

- Staff do not maximise children's opportunities to be independent and develop their self-care routines at meal times.

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 the breakfast and after school club sessions.
- The inspector spoke to children and staff.
- The inspector sampled documentation, including children's records and club policies and procedures.

Inspector

Catherine Hill

Full report

Information about the setting

Club Connect registered in 2013. It is a privately owned out of school facility which operates from Farnborough Baptist Church in Farnborough, Hampshire. Children have access to a large church hall, a small hall with a kitchen area and a group room, which is situated on the first floor. Children also have access to an enclosed outdoor play area. The club is open each weekday from 7.30am to 9am, and 3pm to 6pm during term-time. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are seven members of staff employed, of these, four hold qualifications to National Vocational Qualification level 3 and three members of staff are unqualified. The club currently has 91 children on roll and, of these, 13 are in the early years age range.

What the setting needs to do to improve further

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

- increase children's opportunities to be independent and develop their self-care routines through encouraging them to pour their own drinks and help prepare their own food.

Inspection judgements

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

Children thoroughly enjoy themselves at the club. They socialise freely with staff and each other as they take part in a broad range of play activities which complement their learning at school. Staff send home an 'at what stage is your child' sheet for parents to complete with their child to provide initial information about the child's abilities. Staff also carry out observations and complete an assessment of children linked to the characteristics of effective learning of the Statutory Framework for the Early Years Foundation Stage. They maintain records in which they track children's development, and parents are kept informed about their child's time at the club. Staff evaluate activities on a daily basis. This enables them to successfully plan and provide activities and resources for the next sessions, which they know children will be interested in and enjoy.

Children have fun playing a balance game together. They show good hand-eye coordination as they very carefully continue to link a line of monkeys so they do not tumble from the tree. Children of all ages sit together and freely develop their creative and physical skills as they use a variety of tools at the craft table. They colour and draw and absorb themselves in decorating Christmas tree baubles using glitter glue. Children carefully paint their hands before making hand prints on a paper plate to produce a Christmas wreath. They take pride in their achievements and say, "Look what I've made!"

as they carry a construction model for others to see. Children order their thoughts well before explaining that their model is made from a rectangle, square and triangle shape. Children take a keen interest in board games and develop their mathematical awareness as they play with a chess 'teacher' set. Staff encourage children to notice and name the numbers they see on the base of the different chess pieces. They help children learn the rules of the game as they clearly explain the number means the piece can move that number of times in the directions shown on the base.

Children's communication skills are good and conversation flows easily between them. They chat and laugh together as they make models from beads. Children carefully place beads on a template and talk about how they are making a police car. They show an active imagination as they decide a blank space on their model is where the car engine is open. Children engross themselves in role play and put on fairy wings as they pretend it is fancy dress day in their role play shop area. Staff join in with play and come to buy from the shop. Children use the display on the till to pretend they are checking the price on the internet and then ask staff for 18 pounds. Staff take the opportunity to reinforce children's understanding of number and money as they ask them if they recognise the numbers on the play money. They then offer children a 10 pound note and ask them how much more they need to pay. Children stop and think before correctly replying they will need eight pounds more. Children have great fun and show sustained self-control and concentration as they play the 'silent game' with staff, where they try and make each other laugh or talk without speaking or touching each other.

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

Staff work effectively as a team to provide a welcoming environment where children can relax with their friends before and after their school day. Children are introduced gradually to the club and allowed to settle at their pace. Staff warmly welcome children as they arrive and an effective key person system allows staff to build positive relationships with children to support their emotional well-being. Tables are set out with a wide variety of different toys and activities ready for children to arrive. Children have equal opportunity to access all resources and can rest or be active according to their individual needs. For example, they can sit quietly to look at books or engage in a game of table football. Children behave very well as they know what is expected of them. They are totally familiar with club routines. For example, as soon as they hear the bell ring they all fall silent immediately to wait for their name to be called as the register is taken. Children play very harmoniously together and have confidence in turning to staff for support, for example, if they think others are not sharing. Staff are consistent in their approach and help children negotiate and solve any issues in an amicable fashion. Staff act as positive role models and children demonstrate good manners as they talk politely to one another.

Staff actively promote a healthy lifestyle. They provide children with a variety of healthy food and supervise children well to ensure they follow routine hygiene procedures. Staff wear gloves and aprons when preparing and serving food and maintain a clean environment for children. Children wash their hands before eating and a sign on the tables acts as a gentle reminder to do this. Children choose what they would like to eat and take

responsibility as they put their empty bowls and cups in a bowl. However, staff do not make maximum use of meal times as an opportunity for children to be independent and prepare their own food, for example, preparing their own sandwiches at tea time. Drinks are available freely for children to help themselves. However, the jugs are at times too full and heavy for younger children to be able to pour their own drinks independently. Children have a good understanding of safety procedures. They wear high visibility vests as staff escort them, in a walking bus formation, to school. Children understand road safety and wait patiently and sensibly at the kerbside, looking and listening for traffic, before staff tell them they can cross. At the club children take part in regular practices of the fire drill and younger children listen intently as older children confidently remind them of the evacuation procedure.

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

The leadership and management of the club is good. The manager organises her team very well and has made a positive start in providing breakfast and after school facilities for early years children. She has a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Rigorous recruitment and induction procedures are in place and all staff are vetted to ensure they are suitable to work with children. Staff performance is closely monitored and continuing professional development supported. Staff work effectively together to ensure sessions run smoothly and all children are happy and their individual needs met. All staff have had safeguarding training and are confident with the procedures to follow if they have any concerns. Staff supervise children well as they play and staff carry out a daily check to make sure the premises are safe for children. Partnerships with parents and others involved with children's care and education are good. The club provides parents with information about their practice and keeps them up to date with newsletters and daily discussion as children are dropped off and collected. Parents are very happy with the provision and give staff written permission to liaise with their child's school teacher. The daily hand-over of children to their school teacher enables staff to share any relevant information about children to promote a joined-up approach to meeting their needs.

The manager has a clear vision for future improvement and closely monitors club practice. She understands the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and sessions are organised so children have daily opportunities to progress in all skill areas through play. To further improve the provision for children's development, new planning and observation record sheets were introduced last month. The management team evaluate club sessions on a daily basis so they can continually adapt and improve their practice to improve outcomes for all children. The aim of the club is to be an exceptional provider and scope for further improvement has already been identified, for example, with regard to the outside play area.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461250
Local authority	Hampshire
Inspection number	919728
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	91
Name of provider	Julie Sarah Lungley
Date of previous inspection	not applicable
Telephone number	01252375923

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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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