

# Alresford After School Club

Sun Hill Junior School, Sun Lane, ALRESFORD, Hampshire, SO24 9NB

<b>Inspection date</b>	05/12/2013
Previous inspection date	30/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 good range of activities to support their learning and development and there is a good range of resources to meet their needs.
- Children make choices of healthy snacks to support their good health.
- Children are confident to say what they like about the after school club and parents say that they are happy with the provision for their children.
- The after school club is flexible to meet the needs of children and families.
- There is a good relationship between staff, parents and children.

### It is not yet outstanding because

- Children do not always have extensive opportunities to access a broad range of physical play experiences, including in the outside area.

## 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

- One inspector carried out the inspection.
- The inspector observed and spoke to the children during their activities.
- The inspector held discussions with the manager.
- The inspector invited the manager to conduct a joint observation.  
The inspector sampled records and documentation which included policies, evidence of staff's suitability, training records, risk assessments, planning and children's registration records.
- The inspector spoke to and took account of parents' views and the views of school staff.

## Inspector

Susie James

## Full report

### Information about the setting

Alresford After School Club re-registered in 2010 following a move of premises to its new site at Sun Hill Junior School. It is one of two clubs run by the Alresford Youth Association, which is a registered charity. It operates from within Sun Hill Junior School, in Alresford, Hampshire. The club uses the hall and rooms within the junior school. Children who attend come only from the Sun Hill Infant and Junior Schools. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 75 children on roll. The club opens each weekday from 7.30am until 9am, and 3.30pm until 6pm, during school term time only. Children attend for various sessions before and after school. The club employs seven members of staff who work with the children. Two staff hold relevant qualifications at level 3 and two hold qualifications at level 2.

### What the setting needs to do to improve further

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

- strengthen opportunities for children to jump, skip and hop, in both inside and outside areas.

### Inspection judgements

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

Staff offer a warm and welcoming environment and the needs of children are met through interesting and well-resourced activities provided. They support the youngest children with appropriate planning and informal assessment, linked to the school's educational programmes. This, along with good quality teaching means that children further develop their skills and knowledge. The environment is organised so that children can make good choices to support their child-initiated play and learning. For example, children enjoy construction with bricks, and engage in imaginative play, as well as using different technology equipment such as a computer. Children of various age groups attend and staff are thoughtful to ensure participation of everyone to promote equal opportunities. For example interacting together at the craft table to support the use of materials and tools safely such as scissors and needles for sewing and threading beads. Children are eager to join in with all activities offered and there is a strong level of effective communication between children and children and staff and children to support that involvement.

Staff know the children well through initial registration which includes taster sessions for children and parents. All of the children who attend are from the school and there is good communication between practitioners and teaching staff so that they can share details

about children's interests effectively. Parents are welcome in the setting and some stay to play with their child for a short while, when they collect them. This gives children the opportunity to share their learning with their parents. Parents' views show that they value the club and see the provision as good. Parents interviewed said that the club is flexible and meets the needs of children and families and that their children are happy. Parents and school staff said that the club is well resourced with a variety of activities to reflect children's interests.

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

Staff are nurturing and sensitive to the needs of children and there is a strong attachment between children and staff, enabling children to feel emotionally secure. This is promoted by staff knowing the children well, and through effective communication between them, so that children's needs are known and understood. Staff engage with the children during their play so as to develop communication in a relaxed environment. Staff are respectful to children leading by example, such as saying 'excuse me' when moving closely past a child. Such practices help children develop their personal, social and emotional skills in a welcoming and comfortable environment. There is a family feel to the environment as many of the children who attend have older or young siblings. This is shown at times through different ages of children as they include each other in play activities and older siblings are keen to talk to adults about their younger brother or sister.

To support the transition from school to club, there is an open and effective communication between the club staff and school teaching staff. Parents complete a registration form with child's likes and dislikes and other relevant information. This effectively helps children to settle quickly because the staff are knowledgeable about the children's needs. Staff encourage children to be independent and competent at managing their personal care needs.

Children's behaviour is good and they are engaged fully in their play. This is shown through examples of children of various ages playing together in a caring and positive way and staff's interactions to support this. Resources offered are stimulating and promote learning. These include mathematics game, building blocks, a computer, dolls house, dressing up clothes, craft activities and cars. The resources provide opportunities of different levels of play to reflect the broad range of ages and capabilities of the children.

Children have good opportunities to develop an understanding of healthy lifestyles through choices of healthy snacks which include fruit, cheese and crackers. They also regularly access drinks so that they do not become thirsty. The hall is large and accommodates the number of children in the session appropriately so that they can play and move around safely and in comfort. All areas of the hall are utilised and the activities are laid out in a thoughtful way to encourage children to move around safely. Children are encouraged to be aware of risks and know where they are allowed to go within the session. For example, the children are able to go the toilet area but not to other areas of the school when they are attending the club. Children access outside areas each day so they get fresh air and some physical exercise. Staff make good use of the play areas both indoors and outside.

However, children do not consistently have good opportunities to practise skills such as jumping, skipping and hopping to support their physical development.

Staff have core training in first aid, safeguarding and food hygiene. Staff are aware of medical needs of children and implement appropriate procedures to ensure children's safety and health. Policies and procedures are in place and are reviewed regularly to effectively support the welfare of the children.

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

The good quality educational programmes provided by staff mean that children enjoy purposeful and active learning through play and help them progress towards the early learning goals. Children access a good range of appropriate resources and activities to suit the broad ages of those who attend.

The manager has good communication with all staff, committee members, parents and school staff. This results in a good understanding of the children's likes and dislikes, needs and any extra support that may be required to promote their inclusion. There is a flexible approach to children and families' needs to ensure they meet them appropriately.

The manager and staff fully understand their roles and responsibilities to meet the safeguarding and welfare requirements. There is a strong focus on safeguarding and child protection training to help the staff keep children safe at all times. Staff are able to explain the procedures for safeguarding and reporting any concerns about the welfare of children in their care. Furthermore, staff effectively use the setting's policies and procedures and risk assessments to keep children safe. Staff are well deployed at all times, and make sure they closely supervise children. Robust recruitment, vetting and induction procedures are in place so that only adults who are deemed suitable to work with children do so.

The manager and chair of the committee have a clear vision for the development of the club so as to improve the services for children and families. This includes plans for a more developed website so as to increase communication with parents and other providers. There is a robust committee in place which supports the manager well. There are regular discussions between the manager and the chair of the committee to evaluate and consider the provision and future developments to improve outcomes for children further. The management support staff through performance management and enabling them to attend further training to help them in their roles.

There are strong partnerships with parents and school staff and this contributes to meeting children's needs well. The staff value and listen to children's views through effective communication within the sessions. The club works collaboratively with the school to maintain good partnerships. Furthermore, the head teacher at the school expresses a strong view of the value of the club and how it enhances the school's provision.

### **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

<b>Unique reference number</b>	EY412556
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816391
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Alresford Youth Association Committee
<b>Date of previous inspection</b>	30/03/2011
<b>Telephone number</b>	01962732801

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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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