

Hanslope 326 Club

Hanslope County Combined School, Long Street, Hanslope, Buckinghamshire, MK19 7BL

Inspection date	09/12/2013
Previous inspection date	27/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 experience a wide range of good quality activities, which enable them to make purposeful use of their leisure time. They have fun and enjoy their time in the provision.
- Staff know the provision's policies and procedures, and they are careful to implement them. This means that they work consistently well to safeguard children.
- Staff work effectively in partnership with parents and other practitioners involved in children's development. This ensures that staff meet all children's education and welfare needs well.

It is not yet outstanding because

- Children have fewer occasions to use resources, which reflect people with disabilities as a core part of their play provision. This lessens opportunities for them to consolidate their understanding about all people in society.

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 children's activities in doors and spoke to the children.
- The inspector looked at children's assessment records and discussed activity plans with the manager.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the manager.
- The inspector spoke to parents.

Inspector

Cordalee Harrison

Full report

Information about the setting

The Hanslope 326 Club opened in 1997. It is based in one of the halls and has access to other rooms in Hanslope Combine School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club opens five days a week for 51 weeks of the year. Sessions are from 3 pm until 6 pm term time only and from 8 am until 6 pm during the school holidays. The club supports children with special educational needs. There are currently 80 children on roll aged from four to 12 years, of these, 10 are in the early years age group. Three members of staff work with the children. The play leader holds a degree and a play work qualification at level 3, the other members of staff are qualified to level 3 in childcare and education and play work. Woodlands Children Centre is also located in the grounds of Hanslope combined school along Little Meadows day nursery. Services provided by the Children Centre include training courses and parenting programmes, family support, speech and language development support. Children Centre staff provide outreach services to nearby villages in North Milton Keynes in Buckinghamshire, such as Lavendon, Castlethorpe, Haversham and Olney. In addition, the centre also sign post parents to variety of support services, including the local health Visitors, Community Midwives and Citizen Advice.

What the setting needs to do to improve further

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

- improve children's understanding about the world around them, by providing resources that positively reflect diversity, with particular regard to disability.

Inspection judgements

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

Staff plan a wide range of good quality activities that are guided by the learning and development requirements. They provide a range of activities in keeping with children's age and stage of development. Staff interact with children positively and support their learning consistently well. Children's interactions with their friends and staff show that they enjoy their time in the out-of-school provision. Overall, there are ample good quality resources to engage children fully to experience learning across all areas. Even though there are fewer resources, which reflect people with disabilities for children to use as core part of the provision for play. This lessens opportunities for them to extend their understanding that all people have equal status in society. Children chose their activities freely, they explore books and staff support their reading skills. They develop their writing skills as they use a range of pens, pencils and other writing implements. For example, staff provide words for children to copy as they write their Christmas cards, and this helps children to continue to practise and write for different purposes. Children engage with

staff to consolidate their understanding of mathematics and to develop their social skills. For example, together they play games that require strategic thinking. Through these games involving staff and others, they learn that sometimes they win, and when they are disappointed, they learn to control their emotions and put their feelings into words. Children express their creativity as they use a range of construction resources, and make three-dimensional shapes. They make items that they use to support their play individually, and with others.

Staff support children to learn seamlessly across several areas. For example, they provide a range of resources and encourages children to put on a puppet show. Children draw from their experiences, retelling stories and sharing their learning with others. With staff's support, children develop confidence to speak to larger groups. Staff are helping children to apply mathematics in daily life, for example, they encourage learn to weigh, measure, and estimate. Children learn about quantities of solids and liquids through cooking activities. Staff teach children to develop their understanding of the world. For example, as they make dough they recognise the changes in consistency. Children use the dough make to sculpt figures, and they proudly show their creations.

Through well-planned activities that interest children, staff promote their learning and development in ways that are appropriate to their age and the time they spend in the provision. With the input of the foundation stage teacher staff plan the next step for children. For the benefit of children, staff regularly review their observations and tracking of children's progress with their teacher. Staff are using partnership working effectively to help children to consolidate what they are learning in school.

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

Staff meet children's needs well. They are well organised before the start of the sessions and this enables them to give children their full attention. Each child is allocated a key person and this helps children to settle quickly. Children interact warmly with the staff who care for them. They invite staff to share their activities; children are confident in staff's positive response and this shows that they feel emotionally secure. Parents provide key information on an 'about me' form when the child first starts. This enable the child's key person and other staff to have good quality information to enable them to provide well for children's individual needs. Some key persons receive specific training in providing care for children with special educational needs and/or disabilities. They liaise very closely with parents to ensure they can support all children effectively. In addition, management make sure that they provide any resources required to support and promote learning and leisure well for children with additional needs.

Staff work with children and parents to set consistent and familiar boundaries for managing behaviour. All parties are working well to help children to understand that there are high expectations for their behaviour. As a result, children are pleased to inform their parents of their achievements including behaving well when they are collected. Staff interact with children in calm and respectful ways and children mirror this in their interaction with others. Children's good behaviour helps to create and maintain a calm and

purposeful environment. All children are relaxed in the provision; they feel welcome and included. This promotes equality well for children and their families.

Staff plan well and support children to increase their understanding of healthy lifestyles. For example, they use the cooking activities to discuss the importance eating well. They help children to understand about safe food handling. For example, children wash their hands independently, but staff discuss cleanliness with them to help to recognise when their hands are clean enough to prepare food. Staff help children to think of the effect of dirt and germs to their body and their health. They talk with children and help them to learn about the nutritional value of different foods. Staff enable children to manage their personal care and hygiene needs independently. For example, the toilet areas are clean and appropriately resourced. This allows children to take responsibility to care for their personal needs. Children learn about healthy lifestyles as they make use of the outdoor spaces and the school halls to increase their physical ability. For example, they are breathless with excitement following their physical activities, and they help themselves to the fresh drinking water, which is always available. Children's snacks are suitable for the period of time they spend in the provision, and include fresh fruits and savoury items.

Children develop some understanding of personal safety, for example, they practise the evacuation of the premises, and learn to recognise slipping and tripping hazards in the areas they use. Children learn to assess some other risks in their environment. For example, they realise that due to the darker evenings, there are times when it is not safe to play outdoors. Staff take effective measures to minimising risks to children and the premises are secure. There are safe and controlled procedures for children's arrival and departure. For example, children's names are marked on the register at the start of the session and they are collected directly from staff when they leave. Only people admitted by staff are able to enter, and children are not able to leave the premises unsupervised. These practices help to assure children's safety and well-being.

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

The leadership and management team has good arrangements to safeguard children and promote their welfare. Staff plan and engage children in activities, which helps them to spend their leisure time purposefully, as well as to sustain their progress in learning development. There is effective deployment of staff, planning for children's learning and development, and implementation of the provision's policies to safeguard children. Staff's practice demonstrates clearly that they know that the children's safety and welfare is their priority. For example, staff supervise children closely at all times. The recruitment and vetting procedures are good; they are based on safer recruitment practices to assess staff's suitability to work with children. This ensures that all staff are properly vetted through the Disclosure and Barring Services procedures.

Staff induction includes all of the necessary elements; as a result, staff are clear about their roles, responsibilities and duties. Staff are knowledgeable about the provision's policies and procedures. They are confident in their knowledge about what to do if

concerns arise about any child's well-being. Furthermore, they are familiar with procedural changes, which include updates to the safeguarding policy to reflect changes to the Local Safeguarding Children Board procedures. Staff manage documentation efficiently. The records that are required to safeguard children and promote their welfare, such as their record forms, accident, attendance for children staff and visitors are up to date and available for inspection.

The provision's risk assessment is closely linked to that of the school. For example, fire safety requirements are assessed regularly by the local fire services. However, staff ensure that they keep fire exits clear and teach children about fire safety, such as to make sure that they always close fire doors. Staff make effective use of risk assessments to maintain safe environments and equipment for children. It is common practice for staff to assess all types of risks to children and this is well embedded as a core part of their practice to safeguard children.

The provider has good systems in place for the delivery and monitoring of the educational programmes. This ensures that children who attend the provision have easy access to a wide range of good quality learning experiences. Staff regularly observe and track children. Parents state that their children are very happy in the provision, and that they are confident to share information with staff. Parents state that they value the feedback they get each day, because it helps them to understand how their children spend their time after school.

Staff are clear about the requirement to maintain open communication with others who provide care and education for children. There is established communication, which include meetings with the foundation class teacher to review targets and children's next steps. This ensures that there are no gaps in children's progress. The leadership team shows a strong commitment to continuous improvement. For example, some staff have undertaken training to improve and increase respite provision for children with learning difficulties and/ or disabilities. They have plans for staff to observe practice in other out-of-school provisions that Ofsted grades highly. Additionally, there is close partnership working with the local authority's early years development team. The management team makes effective use of self-evaluation to drive improvement in the provision, as a result, weaknesses in the provision are few and minor.

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	141797
Local authority	Milton Keynes
Inspection number	841492
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	23
Number of children on roll	80
Name of provider	Hanslope After School Clubs Committee
Date of previous inspection	27/09/2010
Telephone number	07776097366

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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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