

The Activities Club

Christ Church Urc, 164 New London Road, CHELMSFORD, CM2 0AW

Inspection date

16/12/2013

Previous inspection date

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 are very caring and attentive to the children and get to know them well as individuals. As a result, children are happy, confident and emotionally prepared for their future learning.
- Teaching is good as staff plan a varied and imaginative programme of activities in tune with children's interests and enthusiasms.
- Children are effectively safeguarded through robust policies and procedures, which are understood and implemented efficiently by the management and staff team.
- Partnerships with parents and local schools are well established to ensure that staff have a good understanding of how to meet children's individual needs.

It is not yet outstanding because

- There is scope to improve the monitoring of staff's observations and assessments to ensure they constantly plan high quality experiences, that allow children to continually build on their already good progress in all areas of learning.
- The routine at mealtimes is not always efficiently organised and this occasionally means that some children become restless and distracted while they wait for their food to arrive.

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 activities in the indoor learning environment and carried out a joint observation with a senior member of staff.
- The inspector held discussions with the staff and children.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

The Activity Club opened in 2011 and was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2013. It is privately run and managed by The Allstar Community Academy. The out of school club operates from the church hall and sports hall on the site of Christ Church United Reformed Church in Chelmsford, Essex. The club serves children attending three primary schools in the immediate locality. It opens Monday to Friday during school term times. Session times are from 7.30am to 9am and from 3pm to 6pm. Children have access to an enclosed garden for outdoor play.

There are currently 54 children on roll, of whom, seven children are within the early years age group. The club supports children with special educational needs and/or disabilities.

There are currently eight staff working directly with the children. Of these, five staff hold an appropriate early years or play work qualification at level 2 or 3. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- monitor more closely the effectiveness of the observations and assessments to ensure they are precise and sharply focussed on helping children to achieve their full potential
- enhance the already good care practices by reviewing the organisation of mealtimes to reduce waiting times and maintain children's emotional well-being.

Inspection judgements

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

Children are making good progress as a result of the support and encouragement offered by staff. The staff are well aware of the learning and development requirements of the Early Years Foundation Stage and how they can incorporate the areas of learning in children's play. All children in the early years have a key person who takes account of their interests. This is reflected in the activities on offer to ensure that there is a balance of enjoyable and challenging play experiences. Staff use effective teaching strategies and consistently ask children questions that encourage them to think for themselves and to solve problems. Children are also given support when practising their reading and are

encouraged to sound words and form letters correctly when writing greetings cards. This means they are developing the skills they need for future learning. Systems are in place to support children with special educational needs and/or disabilities and staff ensure that all children feel included and their views and ideas are valued. Any necessary adjustments are made to ensure that activities are appropriate to children's needs and capabilities.

Children remain busy throughout the sessions because the staff rotate the play materials to maintain their interest. They also relish the freedom to choose additional items from the storage cupboard. Children willingly engage in the adult-led activities with great enthusiasm. For example, they have fun mixing together ingredients to make salt dough. Animated discussions take place when they observe and investigate the changes that occur to the consistency and texture of the dough when water is added to the dry materials. Children also enjoy and involve themselves fully in art and craft activities. They concentrate for long periods and become engrossed in producing highly individual pieces of work using materials, such as, coloured tissue, glue, pens and glitter to create Christmas decorations. The staff demonstrate how much they value their work by creating displays in the hall.

Daily communication ensures parents are kept fully informed about the organisation of the club and the planned activities. Parents can also enter the hall to collect their children and use this time to observe them in their play. Since the beginning of this term, each child in the early years has a notebook and folder with positive observations broadly linked to the areas of learning. Staff identify the things that children do particularly well and comment on their learning priorities. Parents are involved as they provide key information for the records when children join and they are able to view their children's observation records at any time. However, the newly implemented arrangements for assessing progress have not been fully embedded in practice to ensure that all children reach their full potential in each area of learning.

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

Children are very confident and secure in the relationships they develop with the key persons caring for them. There are good settling-in procedures to ensure that children feel a sense of belonging. To help the transition from home to the setting, parents give plenty of information right from the start to allow the key persons to offer personalised care routines that help children feel safe and secure. The staff also share and pass on messages to and from school teaching staff in relation to children's individual care needs. Children behave well because the staff provide good role models. They promote positive attitudes through listening to children and respecting their views and offering consistent messages. As a result, the atmosphere at the club is very friendly and relaxed. Children successfully play alongside their peers and the older children show a mature attitude when supporting and playing alongside the youngest children in the club.

Children benefit from a welcoming and well-maintained environment and have access to a good range of equipment. The timetable is mainly well paced and children are invited to make choices at the start of each session. The staff have devised daily routines so that

children understand what they will be doing next. For example, children know they can independently pour a drink and select a piece of fruit when they join a session. They then settle down for a quiet activity or complete their school homework before taking part in more active games and activities. However, sometimes the routine runs less smoothly, particularly prior to mealtimes. This means that some children become restless and distracted as they spend time waiting to eat.

All children show a good understanding of the importance of following good personal hygiene routines. They gain a positive understanding of healthy eating and of the importance in making healthy choices when they are offered a nutritious and varied menu. Staff find out from parents about the most important information relating to children's medical or dietary needs and discuss with children their likes and dislikes. Many of the planned events are based on sports activities and help children to develop and extend their physical skills and agility extremely well. In addition, specialist instructors are employed to encourage children to exercise and take part in a variety of team games or energetic activities in the sports hall. Throughout each session, staff clearly and regularly explain the safety rules to the children and close supervision minimises risks and maximises safety. Reliable arrangements are in place to take and collect children to and from their primary schools. The youngest children wear high visibility jackets as they walk from school and road safety is discussed so that children gain an awareness of potential dangers and how to stay safe. Regular fire drills also help children understand how to swiftly evacuate the premises in an emergency, to keep themselves safe.

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

The management and staff have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. There are very good procedures in place to ensure the children's safety, as staff undertake frequent and thorough risk assessments. Security of the site is well maintained and the checks of equipment, the buildings and outside areas ensure that they are always safe for the children to use. There are robust recruitment and vetting procedures to ensure that all adults are suitable to work with children. Children are further protected because staff are fully aware of safeguarding procedures and know what to do if they have concerns about the children's welfare. All the essential regulatory documentation is in place to promote children's welfare and safety.

The management and staff are committed to making continuous improvements to the service they offer children and their families. Regular staff supervision and team meetings are held and staff eagerly attend training courses to update their knowledge and skills. All staff hold first aid, safeguarding and food hygiene certificates so they can deal with any eventualities regarding children's health and safety. Staff continually look for ways they can stimulate the children's interests and promote their development. Although a formal self-evaluation has not yet been completed, the staff evaluate the activities they provide and research topics to ensure that children are offered fresh ideas for projects. The staff regularly consult with children about many aspects of the provision to ensure that the

educational programmes reflect their needs and interests. Each week, the staff also reflect on the experiences to determine if they can extend children's learning and offer additional challenge the following week. The key persons are beginning to link their observations of achievements to the areas of learning. However, close monitoring of the assessment records by the manager is still in the early stages of development. This means that there is occasionally some variation in the quality of the key person's assessments and how they plan for individual children's progress.

Partnerships with parents and carers are good. A wealth of information is displayed on notice boards or the web site and well-presented literature provides valuable details about how the club operates. Parents say they feel able to share their views and really appreciate the effective communication they have with the staff. They also comment that the staff have formed very good relationships with their children and that they feel confident and happy for them to attend. Effective links are also established with the local schools the children attend. This means that the club successfully provides experiences that complement learning in the classrooms, where children spend more time.

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	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	EY462297
Local authority	Essex
Inspection number	925289
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	54
Name of provider	The Allstar Community Academy
Date of previous inspection	not applicable
Telephone number	01245354529

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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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