

Afterskoolerz

Homerswood Junior & Infant School, Kirklands, WELWYN GARDEN CITY, Hertfordshire, AL8 7RF

Inspection date	07/10/2013
Previous inspection date	27/09/2012

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 demonstrate a strong understanding of how to keep themselves and others safe. Staff provide them with opportunities to carry out their own risk assessments and they discuss the reason why safety measures are in place.
- Children benefit from consistency of care as the setting has formed strong working partnerships with both parents and other early years providers caring for the children.
- Children are supported well in managing their behaviour. Staff encourage them to reflect on their behaviour and devise and follow their own ground rules. Children's self-esteem is encouraged as they are able to earn house points for their group.
- Children show high levels of confidence in talking to adults. They are able to express their views and make their needs known. Staff generally respond well, supporting and extending children's learning through play.

It is not yet outstanding because

- Some routine activities are not organised highly effectively, for example, preparing to go outside and getting ready for tea. As a result, children sometimes have to wait for prolonged periods of time and are not consistently engaged in their play and learning.
- There is scope to extend the use of the views sought from parents and children to help the club to excel in its provision for children.

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 all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector spoke with the owner, management, staff and children at appropriate times throughout the inspection.

Inspector

Lindsay Hare

Full Report

Information about the setting

Afterskoolerz breakfast, after school and holiday club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned club operating from various rooms within Homerswood Junior and Infant School in Welwyn Garden City, Hertfordshire. There is a fully enclosed outdoor play area. The club serves children from Homerswood and neighbouring schools.

The setting operates during term time each week day from 7.30am to 9am and from 3pm until 6.15pm. During school holidays, it operates from 8am until 6.15pm. Children attend for a variety of sessions. There are currently 28 children attending, three of whom are in the early years age group. The club supports a number of children who speak English as an additional language.

The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff holds a qualification 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:

- improve the organisation of routine activities, with particular reference to preparing to go outside and before having tea so that children are not spending prolonged periods of time when they are not consistently engaged in their play and learning

- extend the use of the views sought from parents and children, to contribute to plans to raise the standard of the provision for children even further.

Inspection judgements

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

Staff are well qualified and have a good knowledge of the Early Years Foundation Stage. This enables them to ensure that all the areas of learning are incorporated into the wide selection of activities and resources provided. Planned activities are based on the children's interests and staffs' observations of what the children enjoy doing. Children also contribute to the planning as they hold their own meetings each month to discuss ideas and suggestions of what they would like to do and the manager acts on this feedback. For example, the children decided that they wanted to write a magazine article 'Afterskoolerz gossip' and display it on the board. All staff observe the children in the early years age

range and use developmental bands and early learning goals as a guide to benchmark children's progress. Information about children's learning is shared with both parents and the reception classes. This enables any gaps in learning to be identified and a collaborative approach to consolidating and extending children's learning.

The environment is warm and welcoming, enabling children to feel secure, happy and confident to express themselves. The children make their own choices as they access the activities and resources available. They confidently chat to staff and one another about the pictures they are making and what materials they might need at the craft table. Young children enjoy role play as they take turns to be the patient. They talk about what they are doing as they use the stethoscope competently and bandage the patient's leg. Staff respond well, supporting children when needed and extending children's learning through play. For example, staff observe children playing a board game together, before asking who is winning and checking to see if they understand the rules of the game. Children are keen to discuss their ideas at tea as they sit with staff and confidently express their needs and wishes. However, at times children become disengaged as they are left to wait in line for prolonged times, such as before going outside and sitting down for tea.

Outside, children initiate their own games, such as 'catch' and 'What's the time Mr Wolf?'. Staff support the younger children by explaining how to play the game and they use the number line on the playground to help with their counting. Children have opportunities to use information and communication technology equipment in the school's computer suite and use the club's digital camera to take their own photographs and edit them.

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

Children move around the room confidently and are clearly happy and settled. They show warm and friendly relationships with staff and enjoy their company. The club makes good use of the key person system to aid communication and support partnership working with families. This helps to ensure that children feel secure and form close relationships with their key person as well as other staff. Staff gather detailed information about children's needs, interests and abilities, from parents initially. This helps children develop close links with their key person, talking about their home life and interests. One parent commented that her child expressed an interest in the baking activity on her visit, so staff made sure that this was available when she started.

Age-appropriate resources are easily accessible and children are encouraged to explore these, making choices in their play and expressing their preferences. Children are well behaved and show a clear understanding of appropriate social behaviour. Children have ownership of the club's rules and are keen to remind one another if they break one. Any instances of challenging behaviour are managed appropriately and according to the club's behaviour management policy. Children's self-esteem and confidence is promoted well as staff praise them for their efforts and achievements and they have opportunities to earn house points for their group. Children use the toilet independently and manage their hand washing routine well with pictorial instructions to guide them. Hygiene habits are emphasised through consistent routines and discussion to promote children's understanding of good hygiene procedures. Staff sit with children at tea and they discuss

how food helps them grow.

Children have daily access to the school playground, where they are able to run around and initiate their own games of catch with one another. They use the large apparatus to climb and balance, promoting their physical development and sense of well-being. Children show a good understanding of safety because staff give them clear explanations about the possible consequences. For example, children are reminded to tuck their chairs under the table so that no-one trips over. Staff regularly explain the boundaries outside and children are keen to tell them why they are not allowed near the shed. Staff have given children opportunities to answer a health and safety quiz and complete their own risk assessments to reinforce children's understanding of keeping safe.

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

Children's welfare is promoted well because arrangements for safeguarding are practical and thorough. Staff have a good understanding of the procedure to follow should they have any concerns about a child in their care. There are effective recruitment and induction procedures in place to help ensure that all staff are suitable to work with children and hold appropriate qualifications to meet requirements. Comprehensive risk assessments and daily safety checks help to ensure that any hazards are minimised. Staff ratios meet the requirements and the deployment and supervision of staff ensures that children are able to play safely during their time at the club. This contributes to children's enjoyment of their time at the setting by enabling them to play in a safe and secure environment both indoors and out.

Monitoring of the implementation of the Early Years Foundation Stage is mostly effective in supporting children's play and learning. Staff meet regularly as a team and with other early years practitioners to discuss, review and adapt the systems for assessment and planning. This ensures that the club can provide activities that interest the children and complements their learning in school. Consequently, children's progress towards the early learning goals is well supported.

Professional development is supported well through regular appraisals and supervision meetings. Staff have set up their own professional training log, to help them in identifying their own training needs. Staff have a good understanding of the strengths and weaknesses of the provision which they discuss regularly at meetings. They have received support from the local authority afterschool care co-ordinator. Although views have been sought from parents and children, these are not always used to help in the evaluation of the club as they try to provide excellent provision for children.

Parents indicate they are very pleased with the quality of the provision, describing the club as 'fantastic' and 'inclusive'. Parents feel they are fully involved in the planning and assessment of the children's care and learning and are aware of how the club meets the Early Years Foundation Stage requirements. Policies and procedures are available to be seen at any time and parents are informed when there are updates. Any complaints are dealt with promptly and in line with the club's policy. The club has excellent links with

other providers involved in the children's care and shares information regularly with the class teachers and parents together. This promotes consistency of care and learning for the children attending.

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	EY445296
Local authority	Hertfordshire
Inspection number	935222
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	28
Name of provider	Rachel Louise Shadbolt
Date of previous inspection	27/09/2012
Telephone number	01707 320 610

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

