

# Nether Green Infant After School Club

Nether Green Infant School, Stumperlowe Park Road, SHEFFIELD, S10 3QP

## Inspection date

Previous inspection date

08/01/2014

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

- There is a homely atmosphere where staff are positive and passionate about childcare, having a very positive impact on both other staff and children.
- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning through first-hand experiences.
- Young children develop attachments with their key person well. This results in children being happy, confident and sociable in the setting.
- Children's needs are very well met through highly effective partnerships between the staff, parents and school.

### It is not yet outstanding because

- Children's independence skills and sense of responsibility are not promoted to their utmost at snack time.
- There is scope to provide children with access to positive images of disabilities to help them learn to value and respect people's different capabilities and life experiences.

## **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 playroom.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke to the children during free play.
- The inspector observed a focus activity of making play dough.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## **Inspector**

Hayley Gardiner

## Full report

### Information about the setting

Nether Green Infants After School Club was re-registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Nether Green Infant School in Sheffield. The setting serves the local area and is accessible to all children. The setting employs six members of permanent staff but have a regular supply member. Of these, six hold appropriate early years qualifications. The setting opens Monday to Friday all year round, from 3.10pm until 6pm. There are currently 51 children on roll, 18 of these 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:

- extend the good range of resources and activities provided that promote equality and diversity, to include more positive images of disabilities
- enhance opportunities for children to develop their independence skills, for example, allow children to pour their own drinks.

## Inspection judgements

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

The staff have a good and secure knowledge of the Early Years Foundation Stage and child development. They use effective teaching strategies to provide children with a wide range of interesting, stimulating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for later life. Children have individual learning files. These include some creative work, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home, including taking home play dough that they make in the setting.

The setting provides a good learning environment for children, covering all areas of learning whilst complementing their school day well. All children can easily access resources and equipment as they are stored at low level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about the wider society well. They use

resources that reflect positive images of a wider world, such as, dolls, books, play figures and dressing up clothes. They take part in activities and learn about different festivals and celebrations, such as, Christmas and Chinese New Year. This helps children with English as an additional language to feel settled and valued. However, children have fewer opportunities to access positive images of disabilities, resulting in children missing out on key learning opportunities about disabilities. Children play outside where they learn to be physically active. The outdoor area is in the school playground and children benefit from a free flow system, which allows access to the different activities outside as children wish. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having, older children independently access the white board, compact disk players and torches.

Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, they have an interest in modern music and dance, therefore, children are given time to access the music and freely sing and dance in groups. The staff support their learning with good quality interactions, with children eagerly speaking about their favourite songs and who sings them. Children enjoy exploring the paint and making marks on the paper by using the brushes and sponges appropriately. All children explore the paint with interest, giving meanings to the marks they paint and this supports their emerging writing skills. Children become excited as parents collect them as they can take home their own picture or model.

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

Children have a good relationship with their key person in this warm and friendly setting. The key person takes time to get to know all the children very well. Children are comfortable within the setting and are fully at ease, this means the children's individual emotional needs are effectively met. The staff work closely with parents from the start, gathering information, including any specific needs and information about any allergies or cultural requirements. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as sleep times. The staff plan very effectively to make sure children are happy and have plenty of attention to make them feel special. The relationship between the staff, the children and their parents is effective in ensuring good care for all children. Children feel secure and flourish in the staff's care because they form secure emotional attachments. They smile and laugh freely and as they get older they begin to enjoy getting close to the staff to talk about their experiences openly. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are motivated, eager learners who participate enthusiastically in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are well mannered and manage their own behaviour particularly well because the behavioural rules are fully embedded in routines. Sensitive reminders and positive reinforcement means children receive consistent messages, such as, 'Please don't run inside as you may fall'. Children build strong relationships with their friends. They work together well as they play together and learn social skills, which they can use in school. Children are taught about being safe and what to do if they get lost out of the setting. Staff sensitively teach children about stranger danger. A very good awareness of hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit and vegetables. Snack time works very well and children make choices and serve themselves their snack, such as, toast, vegetables or fruit. However, there is scope to give children a great sense of responsibility at snack time, such as by giving them the opportunity to pour their own drinks. They enjoy fresh air and exercise daily. The setting works hard to ensure each child's individual needs are well met. For example, staff have received training on the signs and symptoms of anaphylactic shock and how to administer an EpiPen. They work closely with parents to adapt menus and baking activities to ensure all children are fully included and able to participate. Children take part in baking activities weekly as a baking club runs twice a week, where children enjoy baking delicious buns that they can take home.

Staff are skilled in encouraging children's inclusion and learning during play and daily routines. Staff talk about what they are doing so that children understand about risks. They encourage children to take risks and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move to other settings. Children are extremely well prepared for their future learning. The staff have developed extremely good links with the joined and local schools, including the junior after school club.

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

The setting is well organised and maintains all the required paperwork, such as, children's information, accident records and a record of their attendance. All policies and procedures are shared with parents so they are aware of staff's responsibilities towards their children. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out thorough risk assessments of the setting and they take appropriate steps to keep children safe. Good recruitment and induction procedures, including a strong probationary period, ensure staff are safe and suitable to work with children.

The manager monitors the children's progress well and has a good awareness of their abilities and skills, they are aware that children develop at their own rate. There is a well thought out planning system to ensure that they cover each area of learning with adult-led

activities or supported free play. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, briefing sessions and from training courses. Effective performance management systems are in place, staff mentor each other and work closely together, bouncing ideas off each other with commitment and enthusiasm. Supervision and appraisals are in place, with training programs for all staff so children benefit from trained and motivated professionals.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced while meeting their needs and supporting smooth transitions to nursery or school. Parents can share information about their children with the staff and they discuss children's progress when dropping off and collecting their children. Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established very good links with local agencies and schools to support all children to ensure continuity of care and learning for all.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY462736
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	925118
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	27
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Nethergreen Infants After School Club
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07522 267 671

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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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