

# St Mary's Ashford Play Club

St. Marys C of E Primary School, Western Avenue, ASHFORD, Kent, TN23 1ND

## Inspection date

Previous inspection date

09/01/2014

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

- Children benefit from attending a setting that is continuously evolving to improve outcomes for them.
- The environment is warm and welcoming. Children are friendly, cooperative and play very well together, supported by staff who encourage and motivate them.
- Children show high levels of concentration at activities. They use their imaginations to great effect when playing.
- Parents and carers are welcomed warmly, sharing things of importance with key persons who support families.

### It is not yet outstanding because

- Snack time does not always promote positive learning outcomes for all children.
- There are some missed opportunities to involve parents and carers in their children's learning.

## 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 inside and outdoors.
- The inspector had discussions with staff and children.
- The inspector took account of parents' and carers' views and opinions.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including safeguarding procedures and children's records.

**Inspector**  
Karen Scott

## Full report

### Information about the setting

St Mary's Ashford Play Club registered under its current ownership in 2013. It operates from within St Mary's Primary School in Ashford, Kent. The club has use of a group room with direct access to the school playgrounds and fields. There is also provision for the club to use the school hall and other areas at certain times. It is open each weekday from 3.15pm to 5.45pm, term-time only.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children aged from four to 11 years on roll. The club offers care to children with special educational needs and/or disabilities.

There are four members of staff, two of whom hold appropriate childcare qualifications to at least level 4. One member of staff is undertaking further training.

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

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

- review the organisation of snack time, so that it is a positive learning experience for all children
  
- develop ways to further involve parents and carers in their children's learning, for example through regular sight of their learning journeys.

### Inspection judgements

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

Children benefit from participating in a good range of adult- and child-led activities. They make choices about what they play with from toys and resources that are arranged for them. However, they also know what else is available and either ask for resources that build on activities or help themselves. For example, when making dens, children ask for sheets and blankets, and then help themselves to other resources to put inside.

Children greet each other warmly and are keen to draw others into their games. They take turns, share toys and play cooperatively. Children show high levels of concentration at activities and are keen participators; they are very happy, singing as they play. The environment is rich in discussion as children talk through what they are doing. Adults engage children in conversations and are interested in what they say. The comfortable book area is welcoming and children enjoy looking at a variety of books that they read alone and share with others. Older children enjoy reading stories to younger ones. When

hunting for bugs, children use books to find out details about what they have found. Staff are good at introducing mathematical concepts into children's play, asking them to count toys, for example. Children build recognisable objects with construction toys and are proud of their creations, which they share with others.

Children make choices about whether they play inside or outdoors, and enjoy playing outside very much. They climb on apparatus, play football and balance on beams and scooters when outside. Indoors children use beads to create patterns and use scissors competently to cut out what they require for their creations and imaginative play. Children enjoy art and craft activities; for example, they participate in an adult-led activity focused on creating pictures of igloos. Staff support them but children's artwork is individual and they use their imaginations well. Children particularly enjoy imaginative play where they take on roles and play cooperatively. They use their imaginations to create dens, castles and aeroplanes out of old boxes and materials. Children have access to a camera, which they use to photograph creations they are proud of. There are also electronic games available to them.

Each child in the Early Years Foundation Stage has a developmental folder, which is bright and informative. They contain photographs and written observations, which key persons use to identify children's next steps in learning. Planning reflects this and supports staff to help children progress through the developmental stepping stones. Consequently, children are making good progress in their learning. When children start at the group, key persons liaise with parents and carers to find out about children's starting points, so that learning is continuous. Parents and carers input is added to the developmental folders by key persons. However, there is not a secure system to provide parents and carers with regular sight of their children's folders, missing opportunities to further participate in their children's learning and development. Adults motivate and encourage children to learn; they are skilled at knowing when to stand back and let children lead their own play, and when to intervene and build on children's learning.

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

Children play in a warm and welcoming environment. They are greeted warmly and share with adults how they are feeling and what they have been doing at school, knowing that they will be listened to and interest shown. They are independent and explore the environment, feeling safe and secure. Children have regard for their own safety, understanding the need to wear fluorescent jackets when playing outside, for example. They explore the environment and are supported to understand when there may be potential risks.

Children are polite, kind, caring and respect others. They have a good relationship with staff and go to them for support, knowing that they will receive it. Staff are kind and know the children they are caring for very well, helping them to meet their individual needs. Behaviour is good as children are fully involved in activities and are supported when they are unhappy. The setting works very close with the school and has good behaviour management strategies in place.

Children are learning the importance of a healthy diet and lifestyle. Although they make choices about whether to play inside or outdoors, most enjoy being outside where they participate in physical activities such as football. They understand the effects physical exercise has on their bodies, asking for fruit and helping themselves to drinks of water after being outside. They take charge of their own well-being and remind each other to put their coats on when it is cold outside. Children do not need reminding to wash their hands before their snack, which is healthy and nutritious. However, snack time is a little disorganised, with children eating soup as they walk to the table, for example. When they have finished eating, children take their used plates to the kitchen. Individual dietary requirements are respected and during cookery activities, staff ensure that all children are able to participate by making sure that ingredients are suitable.

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

Staff have a very good understanding of their role in safeguarding children. They undertake regular assessments to ensure that the environment is safe, taking action to minimise any potential risks. Adults help children to have a good understanding of playing safely too. Safeguarding procedures are shared with parents and carers so that they are aware of what the setting will do, should they have any concerns about a child in their care. All staff participate in regular safeguarding training, resulting in them having a good understanding of the possible signs and symptoms that may cause them to be concerned about a child. They are fully aware of the safeguarding procedures to follow. Policies and procedures are always available to parents and carers, and are reviewed regularly to ensure that they reflect current practice.

The group is keen to evolve in order to continuously improve outcomes for children, and everyone connected to the group is involved in the evaluation process. Children's views are valued and they make suggestions for improving their experiences, such as purchasing more torches. Parents and carers fill in questionnaires and suggestions for improvement are listened to. At staff and committee meetings, staff practice is evaluated and the group values input from the local authority, which helps them to make improvements. Staff know their setting well and plans for improvement are already benefiting children. They review changes and improvement is continuous. A staff development programme supports improvement and staff participate in training that builds on their knowledge and understanding. Children participate in activities that promote learning in all areas, and staff monitor this to ensure that this continues to be the case and that children are happy at the group.

The group works closely with the school. They follow the same themes to continue children's learning at school. For example, at the moment children are enjoying activities that are based around the theme of Antarctic and Arctic animals. The group works very closely with the school to support children with additional needs. They follow the same strategies, resulting in children's individual needs being met. Parents and carers are welcomed warmly to the group. When their children start, parents and carers fill in forms

that give key workers lots of information to help them offer appropriate care and support individual needs. Key persons work closely with parents and carers, offering support and guidance in friendly ways. Overall, parents and carers are very happy with their choice of childcare.

### **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>	EY458162
<b>Local authority</b>	Kent
<b>Inspection number</b>	922959
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of provider</b>	St Mary's Ashford Play Club
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01233 713813

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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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