

Avenue and Park Out of School Club

The Avenue Infant School, The Avenue, WELLINGBOROUGH, Northamptonshire, NN8 4ET

Inspection date	12/03/2014
Previous inspection date	08/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 have good relationships with the two feeder schools, particularly the host school. This enables them to share what they know about the children and provide continuity for them ensuring their individual needs are well met while complimenting their school learning.
- Parents are very complimentary about the club, particularly the ease with which children settle and how they then develop in confidence and self-esteem.
- Children thoroughly enjoy coming to the club because they are consulted about what activities are made available for them and they appreciate the easy access to outdoor play.

It is not yet outstanding because

- There is scope to enhance imaginary play resources for children to enable them to better express, communicate and work out their own feelings and ideas on a larger scale.

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 engage in free choice play indoors and outside and discussed these observations with the team leader.
- The inspector looked at children's records and planning and monitoring documentation.
- The inspector checked evidence of suitability and qualifications of the staff and talked with the team leader about the club's self-evaluation and improvement plans.
- The inspector took account of the views of parents and carers spoken to at the inspection and from information included in the club's documentation.

Inspector
Anne Archer

Full report

Information about the setting

Avenue and Park Out of School Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Victoria Centre and operates from the hall and associated facilities at The Avenue Infant School in Wellingborough. There is an enclosed area available for outdoor play. The club is open Monday to Friday during school term times from 3.15pm to 6pm. The club is open to children from both The Avenue Infant School and the nearby Park Junior School. Children attend for a variety of sessions. There are currently 30 children attending, five of whom are in the early years age group. The club supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The club employs four members of core childcare and playwork staff. Of these, three hold appropriate early years qualifications at level 3 and one is working towards a qualification. The club also has access to qualified Victoria Centre bank staff to cover core staff absences.

What the setting needs to do to improve further

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

- enhance imaginary play resources for children to enable them to better express, communicate and work out their own feelings and ideas on a larger scale.

Inspection judgements

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

Children are eager to attend the club, are motivated to learn and talk easily and confidently with staff. They have access to a variety of age-appropriate toys and resources that complement their school activities and encourage them to make good progress in their learning. Staff understand that children need time to pursue their own learning without interruption. They provide good opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. They have a good knowledge of the prime and specific areas of learning and are mindful that children have been at school all day. In consultation with the children, staff plan a range of activities to promote the children's learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children to follow their own interests or find out more about someone else's. Staff demonstrate that they know the children well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Photographs, written observations and samples of children's work are kept as evidence of the early years children's time at the club. These are shared with parents to ensure that they are fully aware of their child's progress and development. Staff find out all about the children to

ensure that they provide a service that meets their individual needs. They gather some 'All about me' information on the registration forms, which includes details, such as, family, favourite toys and activities and what the child can do, which helps staff to establish children's interests. A tracking system is used which is added to planning and helps staff identify any gaps in children's learning and progress.

All of the children attend school through the day, therefore, the team leader is aware that activities need to complement what they do there. Staff have good communication with the Reception class teacher and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as helping them with addition and subtraction sums or introducing new vocabulary so that simple targets are set. Staff are effectively involved in what the children do and extend their learning well. For example, when a member of staff joins a small group of children at a table using templates to improve letter formation, she asks an early years child to name the letters on the paper to check out what the child knows already and support learning as it becomes clear that several letters are unknown. Children chat to staff about the letters in their name as they draw round them. Children's mathematical skills are aided through fun activities, such as, playing games, predicting how many more chairs are needed round the snack table and playing shops although larger scale resources and toys for this activity are limited and children have put this on their 'wish list'.

Children's ideas are valued and included in the planning of activities. Staff and children talk about what they enjoy and what they would like to do, and this is fed into the planning. All children help to decide some of the activities they would like to participate in. This shows that planning is effective in helping children to learn and sustain their interests, and that they play an active part in the life of the club. Children confidently and eagerly express what they like about their club. They particularly enjoy playing games and being able to play outside. They like the fact they can ask for anything they want and choose the activities to participate in. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

Good, warm and caring relationships between staff and children are evident. The team leader oversees the care and learning for the children in the early years age group. This promotes consistency of care and enables staff to get to know individual children well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem

at the club. Staff are good role models of behaviour and attitude, and children follow their example. Children are polite and show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a good awareness of responsibility within the setting. For example, children relish in opportunities to help staff by taking on roles, and older children are caring towards their younger peers. Behaviour within the club is good. When occasionally there is a behaviour issue, staff work with parents and the school to resolve it in a way that best suits the individual child. Children are learning to respect each other's differences. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's rules and they are kind and caring towards their friends. This supports their feeling of safety within the club. Staff demonstrate that children are valued and respected. They place a high priority on children's safety. Children learn to keep themselves safe as they practise the fire evacuation procedure, which helps them learn what to do in an emergency. They listen to the staff when they offer advice, such as to put on a safety helmet before roller skating.

Children are developing a good understanding of why it is important to lead healthy lifestyles. They are provided with nutritious snacks and in addition help themselves to slices of juicy orange and apples, pears and bananas from the fruit bowl that is available throughout each session. Drinks are also available throughout the session. Children wash their hands before eating and understand the importance of this procedure. Staff chat to the children while they are eating and children ask questions about which vitamins they get from the slice of orange and the banana. Outside play is a big part of each session and children are keen to participate in physical and imaginary play. They sit in the undercover seating area and relax and chat with their friends while they catch their breath after a game of hockey or 'What's the time Mr Wolf? Children improve their balance on the skate boards and roller skates often seeking out support from staff to get started. Once on their feet most children quickly gain momentum and confidence. The club is generally well resourced for indoor and outdoor play to support children's learning and development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This also provides a platform to discuss their feelings and any concerns.

Children have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences, for example, books, puzzles, and games. Indoor space is well organised to provide a stimulating and welcoming environment for the children. Resources are generally well deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. However, children say they would like more resources and toys to support their imaginary play, for example, in relation to hospitals, shops and dentists. Good links with the host school ensure that children are provided with the effective support for the move between the club and school. Staff share information with the school and parents to ensure that children's needs are met, to help them to make progress and to provide continuity of care.

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

The team leader has day-to-day responsibility for the club. She understands her role and responsibilities well and therefore the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. The registered provider has put in place effective vetting and recruitment procedures that ensure everyone employed at the club is suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well at all times. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Clear and precise policies, procedures and documentation are regularly reviewed, underpin practice well and help to keep children safe, secure and protected from harm.

Staff have an effective understanding of the learning and development requirements relevant to their provision. They liaise closely with the host school to ensure that they fully support children's continued learning. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires and children are encouraged to express their views. Staff are committed and passionate about providing the best possible care and learning for the children. They demonstrate a strong commitment to continuous improvement. All the actions and recommendations from the last inspection have been successfully completed. Accurate identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club. The team leader monitors staff performance through regular meetings and annual appraisals. Staff have opportunities to develop their knowledge and skills through attending training courses, and a training matrix is in place to ensure all relevant training is completed, such as first aid and safeguarding.

The club has established good links with teaching staff at the two feeder schools. The team leader is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support to close gaps in learning. When planning activities for the club, she and the staff support the educational programmes children are following in school. Staff act as a bridge between teachers and parents to provide continuity of care as they collect the children each day. Staff are available to discuss a child's day with parents when they are collected. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children are happy and settled, and children also state that they enjoy coming to the club.

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	EY334474
Local authority	Northamptonshire
Inspection number	820624
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Victoria Centre Committee
Date of previous inspection	08/12/2011
Telephone number	01933 277400

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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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