

# TT After School Club

BRUNSWICK HOUSE PRIMARY SCHOOL, Leafy Lane, Maidstone, KENT, ME16 0QQ

## Inspection date

Previous inspection date

01/05/2014

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

- The stimulating and free flow environment creates a fun and busy atmosphere where children enjoy themselves.
- Leadership and management is strong and ensure the provision runs smoothly, effectively and to the benefit of the children.
- The afterschool club have established effective and supportive partnerships with parents and the school.

### It is not yet outstanding because

- The quiet reading area is not inviting to children and so does not encourage their interest in reading.

## 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 spoke to children and parents.
- The inspector observed children and childcare practices and reviewed relevant documents.
- The inspector reviewed documentation such as policies and procedures.
- The inspector spoke to management and staff.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Mary Vandeppeer

## Full report

### Information about the setting

TT After School Cub was registered in 2013, at Brunswick House Primary School, in Maidstone, Kent. It operates from the school hall, with use of an additional hall and the outside play area. The group runs from 3.30pm to 6pm, term time only. There are 11 children in the early years age group on roll. Older children also attend. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, of whom five hold appropriate qualifications.

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

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

- enhance children's opportunities to improve their literacy skills, for example, by reviewing the resources and areas available for children to see print and books.

### Inspection judgements

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

The provider and staff have a secure working knowledge of the Statutory Framework for the Early Years Foundation Stage and how to apply it appropriately. This benefits the children in the early years age group who attend. It means there is a positive impact on children's learning and progress. Staff are very effective in taking account of the children's learning when they are at school and their individual skills and interests. This enables staff to provide continuity of learning in an age appropriate and stimulating environment, which all children clearly enjoy.

The flexible educational programme caters for all of the areas of learning, with emphasis on children's personal, emotional and social needs, communication and language, and physical development. Children are making good progress based on their initial starting points and all have reached their early learning goals.

Children make good use of their time, catching up with friends. They enjoy talking in groups about their day. Children enjoy each other's company as a group and are discovering their own differences. They are learning that everyone deserves respect. Staff plan popular activities that encourage children to work together and take. For example, children enjoy playing team ball games, being creative with paints and preparing snacks. The children clearly benefit from the wide range of resources and activities that staff provide. This means children have good opportunities to choose what they wish to play with and to initiate their own learning. Children enjoy writing and colouring. However, the book and reading area does not promote children's interest and enjoyment of reading as it

is not arranged invitingly and is not used consistently.

Some children are keen to practice their learning from other settings they attend, such as school. They choose to write and test their mathematical and creative skills with each other and staff. This helps children further develop their reasoning and thinking abilities. Staff have high expectations of the children which results in the children displaying a positive attitude towards their time spent at the club.

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

Staff always welcome children warmly and use their knowledge of each child to engage them in meaningful conversations. Children demonstrate very clearly that they feel happy and safe when at the setting. They are very keen to go off and play together as soon they arrive. Staff are skilful in engaging children and use effective care practices. This means that children feel accepted for who they are and feel emotionally secure.

Children show they know the club's routine well and quickly get themselves into groups for activities in the different areas. They interact very well with the staff and each other as they participate and negotiate. Children display a caring attitude and behave positively towards each other. This is a result of staff being good role models for the children. Staff are always polite and show kindness and caring attitudes towards them. They help children to sort out any disagreements, enabling the children to learn important personal and social skills.

Staff plan activities to promote cooperation between children, such as preparing snacks and team games. Children's safety and well-being are high priorities for the provider. Staff carry out health and safety checks of the premises to keep hazards to a minimum. Children have practised the club's emergency evacuation procedures and help evaluate the drill afterwards. This enables them to develop a clearer understanding of how to keep safe in an emergency.

Children enjoy a variety of balanced, nutritious snacks, which promotes healthy eating. They help prepare snacks such as mixed fruits, cheese, wraps and sandwiches. Fresh drinking water is available at all times, which also contributes to children's healthy diets. Children engage in a variety of physical play activities both indoors and outside. This helps them continue to understand the importance of the effect physical activity has on their bodies.

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

The provider is an experienced and qualified manager of childcare; she organises her after school provision very professionally and efficiently. The provider employs experienced and qualified staff to care for children. Staff all demonstrate a good understanding of the safeguarding and welfare requirements and the procedures they follow to promote

effectively the welfare and well-being of children.

The provider demonstrates a good understanding of her responsibilities towards the protection of children. There are robust recruitment and vetting procedures in place to help ensure all those working with children are suitable to do so. New staff undergo a good induction and are monitored well. An effective professional staff development programme keeps everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions at regular team meetings and one-to-one supervision. This means everyone can contribute their ideas to the future improvement and success of the setting.

The provider and the staff demonstrate a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and how children learn. Children in the early years age group receive good support regarding their learning at school. Staff members discuss the children's progress and class projects regularly with reception teachers at school. This means other activities can be planned to extend and develop children's skills in different areas. Staff have a good understanding of children's abilities and can meet additional needs that arise.

The provider has evaluated the operation of the club and has made improvements which benefit the children. For example, the club has set up photograph display boards so that parents can view what children have been doing and can talk with their children about them. This practice further promotes parents' involvement in their children's time at the club. Children are able to voice their opinions on how the club runs. Staff talk with children about what they enjoy doing and encourage children to come up with their own ideas for future activities. Parents have given their views through verbal discussions and feedback is positive. This demonstrates a sound commitment to working in partnerships with parents and others, to meet the needs of the children.

### **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>	EY471069
<b>Local authority</b>	Kent
<b>Inspection number</b>	940533
<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>	36
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Amanda Jane Franklin
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01622 752102

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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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