

# West Hill Life Limited

OUR LADYS RC PRIMARY SCHOOL, King Edward Avenue, Dartford, DA1 2HX

## Inspection date

Previous inspection date

02/05/2014

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

- Staff meet children's individual needs well because there is a close liaison with the parents to promote continuity of care and learning.
- Children have happy relationships with staff, which make them feel secure.
- Staff give consideration to children's ideas when planning. This leads to children's good engagement in activities.
- Staff know their roles and responsibilities well and are fully aware of all the policies and procedures of the after school club to keep children safeguarded.

### It is not yet outstanding because

- Children have fewer opportunities to see that print carries meanings to further extend their literacy skills.

## 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 playing indoors.
- The inspector held a meeting with the provider and the manager.
- The inspector took into account the view of the parents.
- The inspector sampled policies and procedures.
- The inspector carried out a joint observation with the manager.

## Inspector

Maria Powell

## Full report

### Information about the setting

West Hill Life limited registered in 2013. It is an out of school provision operating from the school hall at 'Our Lady's Roman Catholic Primary School. It is open each weekday from 7.30am to 8.40am and after school from 3.15pm to 6.00pm, term time only. In the holidays the club operates from 8.00am to 6.00pm. The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are two members of staff, both of whom hold a relevant qualification level 3; this includes a teaching assistant from the school. The out of school club currently has 15 children on roll aged from 4 years to eleven years.

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

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

- provide further opportunities for activities that compliment children's literacy skills.

### Inspection judgements

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

Staff arrange exciting and stimulating activities for children to take part in at the after school club. Children benefit from weekly dancing and football classes, with professionals who come in to teach children further physical and social skills. The children participate in cooking, role play, construction and creative activities provided throughout their time spent at the club. Children arrive at the club smiling and laughing with each other. They all sign into the register, as they place their name cards and choose from a selection of visual cards that reflect activities available each session. As a result, children make decisions based on their interests, and their opinions are valued. Children have fun and are provided with a range of activities, which compliment their learning across all areas. This is because staff actively talk to the reception teachers about the children in their care. Staff also gather information from parents, which enables them to establish what children's interest are. Planning is extremely flexible and is frequently influenced by children's choice or ideas, and their preferences of play, as well as staff observations. This means children feel a sense of ownership of the club and are fully involved and engaged in what is happening.

Staff actively support children's communication and language in the role play area. They ask appropriate questions to extend children's language, as they think and suggest their own ideas. Children use their imaginative skills to set up shopping scenarios, for example where they buy and sell to their friends. They initiate their play well as they have formed good friendships with each other, as well as broadening their mathematical skills using language such as; 'that will be two 55 please'. Children demonstrate that they are learning

to take turns and share well, as they play imaginatively together. Staff support children well with their negotiation skills and the children change themes to suit their interests, for example providing a restaurant game. The area has appropriate resources available for children to act out their own experiences and therefore supports learning. Staff provide children with writing equipment as they write their menus. However, there are missed opportunities to further children's literacy, for example by providing more captions and labels to resources.

Staff engage children in energetic physical activities where the children act out in fox and rabbit games, for example. Children do this collaboratively with their friends, using rules and enjoying the running and catching games together. Staff praise children for their efforts and cheer the children on. This results in children working together and learning valuable social skills as they play. Staff provide children with good opportunities to relax, read and to listen to stories, either with each other, or with staff reading books to them. Children listen attentively to the stories, ask questions and often decide to read independently, showing they have good concentration levels. Staff sit with children during creative activities and encourage them to use their imagination skills, as they create their own designs. As the children make windmills with the available resources, for example, staff ask children helpful questions such as 'what is needed, and how does it connect?' Children respond by saying 'You need things that will poke through'. Staff question children further to encourage children's critical thinking skills and imagination. Some children decide to make paper aeroplanes to see how far they can fly across the hall and learn valuable problem solving skills in this way. Staff promote children's mathematical skills as they count backwards and encourage the children to use their fingers to recite numbers in a different order. All of these activities compliment children's learning at school.

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

Children settle well and establish good relationships with each other and staff. They make good use of the variety of resources available to compliment their learning. Staff gain a good deal of information to help the support children's personal, social and emotional development needs by communicating with their parents before they start. Children arrive enthusiastically and greet the staff, and are reminded, if they forgot, to hang up their coats. Children have good relationships with staff, which results in them being comfortable in the environment. Staff support children's awareness of how to maintain a healthy lifestyle. For example, the physical activities such as football and dancing work well with the involvement of outside professionals to engage children's interest.

Staff use cooking activities to teach children about nutrition and healthy eating habits and introduce information about herbs to interest them and encourage discussion. Children benefit from varied menus that include healthy soups and a selection of salads and bread. They maintain their good health by washing their hands at appropriate times and confidently help themselves to water or juice. Children and staff, and sometimes parents, use mealtimes as a social occasion where they can talk about the food and the activities they are involved in. Children behave well at the club and show that they feel safe in the

relaxed environment. This is because staff set clear boundaries and act as positive role models for the children's good conduct. Children are polite and considerate with each other as a result.

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

Management demonstrate a clear knowledge and understanding of the welfare and safeguarding and learning and development requirements that underpin their practice. Staff get to know the children well and work in consultation with their school to ensure activities compliment children's school work. They encourage children to build on their interests and learn in a fun way at the club. a Staff carry out daily risk assessments and make sure any hazards identified are removed. This means that children can play in a safe environment. Clear and effective policies and procedures clearly underpin the group's good practice and are shared with the children's parents in an effort to involve them in their child's learning and care.

Management guarantee there are effective procedures in place for recruiting, vetting and inducting new staff, as well as monitoring staff development. All staff are vetted by the Disclosure and Barring Service before they start work with the children to ensure they are suitable to do so. There is a clear staff development plan in place so that management can progress and support staff in their own professional development. For example, staff have attended training on safeguarding so that they are aware of what they must do if they have a concerns about a child in their care.

Staff involve parents, children and the local authority advisors in their process of improvement and welcome their advice to improve their practice. Children are involved in filling out questionnaires that are appropriate to their age group and parents offered further questionnaires so they are able to comment and make recommendations about practice and activities at the club. The management team are in the process of sending out newsletters to parents, so they are kept informed about any upcoming events.

**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>	EY469057
<b>Local authority</b>	Kent
<b>Inspection number</b>	938064
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	15
<b>Name of provider</b>	West Hill Life Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01322278677

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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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Piccadilly Gate  
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