

# South Willesborough After School Club

East Stour Primary School, Earlsworth Road, South Willesborough, Ashford, TN24 0DW

<b>Inspection date</b>	15/05/2014
Previous inspection date	25/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The staff know and value each child as individuals, this helps them to be confident and secure at the club.
- Parents express their praise for the staff and the close relationships staff have with their children.
- The children behave very well; they use good manners especially at meal times. Staff have high expectations of the children, as they are good role models.
- Interactions between adults and children is good, staff are skilful in extending children's vocabulary using questions to challenge their thinking skills.

### It is not yet outstanding because

- There are fewer opportunities for children's imaginative play to evolve during due to the amount of furniture in the room, which can inhibit their play at times.

## **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 spent most of the inspection observing and talking to the children and staff.
- The inspector invited the manager to carry out a joint observation.
- Documents, including children's registration records, development records, policies and procedure and parental permissions were scrutinised by the inspector.
- The inspector spoke with parents who shared their views of the club.
- The inspector provided feedback from the inspection to the provider, manager and a committee member.

## **Inspector**

Bernadette Gibbs

## Full report

### Information about the setting

South Willesborough After School Club has been registered since 2006. It is one of 11 clubs provided by Kent Play Clubs and run by a committee. It operates from a mobile classroom in the grounds of East Stour Primary School in the Willesborough area of Ashford. There is access to secure enclosed outdoor play areas. The club is open Monday to Friday from 3.05pm to 6pm, during term time only.

Children attend for a variety of sessions. The club serves the local community. There are currently 40 children on roll; three of these are in the early years age group. The club currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The club employs a manager and two other members of staff; on-call staff are also available. The manager, deputy manager and another staff member, all hold appropriate qualifications at level 3. The club receives support from Kent Play Clubs, the local authority and the teaching staff of the school.

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

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

- review the current layout of the play room to provide more floor space for children to evolve and extend their play.

### Inspection judgements

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

Staff collect reception children daily in preparation for the commencement of the club, where they are taken to a meeting point. This provides an opportunity for teaching staff to share any relevant information to the club staff about the children's day at school or any information to pass onto parents. On arrival, children quickly find their photographs to self-register and put their belonging away in the cloakroom area. They are aware to wash their hands for tea. When tea has finished, children help staff to set up planned activities, which are complemented by plenty of free choice toys and materials. This allows children to be instigators of their own learning experiences and to develop their independence.

Teaching and learning is good; staff members are skilful in extending children's language and learning by using open questions to challenge their thinking skills. For example, they ask children if they think it would be easier for dinosaurs to run on two or four legs because some dinosaurs they are looking at have short front legs. When children start at the club, staff establish clear starting points from consultations with their parents and by

children completing an 'All about me' booklet. This helps to create an individual pen portrait for children including their likes and interests. These coupled with regular discussions with the children, enable the staff to plan and provide activities to interest and challenge each child, particularly in the prime areas of learning; communication and language development, personal, social and emotional development and physical development.

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

The manager and her staff know the children well. While having tea, the manager calls out each child's name in turn; she asks how they are and enquires about what they have been doing at school and if they enjoyed the football match yesterday. Each conversation is unique to individual children and each child replies with great enthusiasm. The key person system, where each member of staff take special responsibility for certain children, helps children to form secure bonds with the adults that care for them. Parents are complimentary about the staff and the care and attention that their children receive. For example, they state that 'my child is always excited on the days they attend the club' and that their social skills, such as behaviour and playing cooperatively with children of different ages, have improved since attending the club.

Staff effectively help child to behave well and to consider the feelings of others during their play by giving them clear explanations of the consequences of hurtful words or actions. They are good role models, showing kind and respectful behaviour towards each other and to the children. Club rules, which the children have devised, are referred to by the children during their play. For example, children remind each other saying 'if you use it you put it back' while referring others to the rules displayed on the board. This means they are learning to take responsibility for the resources and for the environment in which they play.

Safety checks and preparations are made to the club room before children arrive. For example, staff clean tables and cooking surfaces ready to tea time. Staff use government guidance to maintain hygienic practices and provide food that is healthy and nutritious. Children know to wash their hands on arrival at the club in readiness for their tea. During tea time staff sit with the children, encouraging good manners, turn taking and sharing news about their day. After tea, the children work together to clear the plates away, wipe the tables clean, ready for play with their chosen resources. A drinks monitor will ensure fresh water and cups are available and replenished throughout the session. Staff support children's independence well at this time. They use the school playing field each day to provide fresh air and exercise, where children can play ball and team games to extend their physical skills and abilities.

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

The manager of the after school club is enthusiastic and dedicated to the club. As a result, the staff team is motivated to offer a high quality experience for all children. All staff have a clear understanding of the learning and development requirements and strive to provide stimulating and interesting experiences for children of all ages. The safeguarding and welfare requirements are clearly understood by the manager. She ensures her staff understand the relevant policies and procedures. As a result, staff are vigilant in identifying hazards, for example, when children move chairs in front of a fire door, staff quickly remove them and remind children why it is important to keep the door clear. Staff have completed first aid and safeguarding training, which means they are able to attend to minor injuries and understand their responsibilities to protect children from harm. Robust recruitment procedures are in place with the required suitability checks in place. Staff benefit from regular supervisions and ongoing training provided. This ensures staff are working to the required standards and benefit from sharing ideas and skills across the group of clubs.

Good partnerships are in place with the host school. Regular meetings taking place with the reception teachers, special educational needs coordinator and the head teacher where information is shared to provide continuity of care for the children attending. Conversations with the reception class teachers at the end of the day supports the club staff to understand what the children have been doing during the day so that they can build on or extend children's interests. Parents comment that they feel their children's voice is listened to and that their views are taken into consideration, meaning that they feel a good sense of belonging.

Significant improvements have been made since the last inspection. For example, staff refer to observational assessments using available guidance to measure children's progress in all areas of learning. In addition, staff have introduced a number line with numerals and the corresponding number of groups of objects, which is displayed and referred too. Staff understand their responsibility for maintaining clear accident, incident and medication records, which meet the requirements of the Early Years Foundation Stage. The manager has also looked at the feasibility of providing gated access at the entrance ramp to achieve an enclosed area and has focused on using the school grounds in all weathers for outdoor play.

### **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>	EY332537
<b>Local authority</b>	Kent
<b>Inspection number</b>	843947
<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>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	South Willesborough After School Club
<b>Date of previous inspection</b>	25/05/2010
<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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