

Appletree ASC/BC/HPC (Grenoside)

Grenoside Community Centre, Main Street, Grenoside, Sheffield, S35 8PR

Inspection date	05/06/2014
Previous inspection date	27/11/2008

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 skilfully interact with children and use a good range of teaching strategies, supporting children's development. This helps children to make good progress especially in their communication and social skills.
- Children's emotional well-being is successfully promoted. Staff create a harmonious atmosphere from which positive relationships are formed. The children are very well behaved, helpful and kind to each other.
- Children are cared for in a secure environment, which is effective in promoting inclusive practice and meeting a broad range of needs. Policies for safeguarding are robust and effectively promote children's safety and welfare.
- The staff team are enthusiastic and reflective practitioners. They frequently evaluate the quality of the provision make plans to improve, which have a positive effect on the children.

It is not yet outstanding because

- There is scope to further enhance partnerships with other providers who share the care and education of children.

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 during play and in their interactions with staff.
- The inspector observed activities in the playroom and the outside learning environment.
- The inspector looked at children's assessments records and planning documentation.
- The inspector sampled a selection of policies, procedures and relevant documentation, including evidence of staff suitability checks.
- The inspector took account of the self-evaluation form and development plans.

Inspector

Tracey Outram

Full report

Information about the setting

Appletree ASC/BC/HPC (Grenoside) was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Grenoside area of Sheffield. The club is owned and managed by Appletree Childcare, a registered charity limited company. The company consists of three out of school clubs and a nursery. The out of school club and holiday play scheme serves the local schools and is accessible to all children. It operates from the large community hall and there is garden available for outdoor play. The company employs 26 members of childcare staff across their various settings. Of these, five work directly with children attending the club, and they each hold an appropriate early years qualification. The club opens each week day, during term time, from 7.30am to 8.45am and from 3.10pm to 6pm. During the school holidays the club operates Monday to Friday, from 8.30am to 6pm. There are currently 52 children attending the club. Of these, eight 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.

What the setting needs to do to improve further

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

- extend the good partnerships with other providers; for example, by working together more closely in order to complement the learning in settings in which children spend more time.

Inspection judgements

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

Members of staff have a good understanding of the learning and developing requirements of the Early Years Foundation Stage. They provide a stimulating environment, which encourages learning through play and is appropriate to meet the needs of all children. At the beginning of a placement, parents and children complete an 'All about Me' sheet to inform staff of their interests, learning needs and preferences. Staff also carry out their own observations and assessments of the children. This helps to ensure that planned activities build on their existing skills, and are supportive of their future learning in school. Staff work hard to build positive relationships with parents and other providers. There is a productive two-way flow of communication, directly supporting each child as they move between their school, club and home. However, there remains greater potential to complement the learning in settings in which children spend more time. The children attending the club are highly sociable, making good progress in their communication and language skills. Staff use a good range of varied teaching methods and understand that children have different ways of learning; for example, by watching, listening and doing.

The children happily occupy themselves in the activities provided and demonstrate high levels of concentration. This demonstrates that the balance of adult-led and child-initiated activities is sufficiently challenging and successful in addressing the children's interests. The children confidently explore their own ideas as they build models with construction equipment, engage in pretend play and exhibit creativity during arts and craft activities. In addition, their physical and decision-making skills are extremely well developed. For example, time spent outdoors participating in active team games has a positive impact on the children's large motor skills, strength and stamina. The club is highly effective in promoting personal, social and emotional development, by ensuring that children are helped to develop the good language and communication skills they need to fully participate. They are talkative and actively encouraged to share their ideas, experiences and observations, with both adults and each other. The children have a 'can do' attitude and they demonstrate high levels of satisfaction in their accomplishments. Similarly, the children have the ability to quickly and independently reorganise themselves, when they wish to complete a different activity.

Inclusive practice is prioritised within the club; staff are alert and plan for any signs of additional needs, in order to seek timely support to maximise children's development and progress. In addition, staff respect diverse cultures and languages. Children learning to speak English as an additional language are supported individually, and staff use the opportunity to enrich the learning environment for all children. For example, bilingual staff are employed to engage children in activities, teaching them words and phrases in a different language. This helps the children to understand the wider world and develop a respect for other languages.

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

The effective key person system, together with a good level of adult interaction, ensures that children have a strong sense of belonging and settle well. The children form positive and trusting relationships because staff take time to get to know them and their families. For example, staff take steps to ensure that all children receive a personalised greeting when they arrive and leave the club each day. This helps children to realise they are a valued and respected member of the group.

The children's safety is effectively promoted; staff complete regular risk assessments to help identify and minimise potential hazards. They are also vigilant and organise themselves, ensuring that children are constantly supervised both indoors and outdoors. During the session the children are encouraged to increase their personal awareness of danger. For example, staff involve them in routine tasks, heightening their awareness of safe practices. In addition, activities, stories and discussions about the role of emergency services helps children understand wider environmental dangers, such as the risk from roads, strangers and fire. The children learn about maintaining their good physical health by participating in active play and eating healthy snacks, which they self-serve in order to enhance their independence skills. Children have use of a wide range of indoor and outdoor equipment that is relevant to their age and interests. They are encouraged to freely access the resources and make decisions about what they would like to play with.

This helps the children to initiate their own ideas and make choices.

The children are very happy and settle quickly because the ethos of the club is one which encourages mutual respect and harmony. Staff model good social skills and children learn to play together, listen and share equipment. The behaviour of the children is excellent because there are clear and consistent boundaries, helping them to manage their feelings and conform to the group rules. The children regularly demonstrate that they are becoming self-disciplined as they help to tidy-up and follow established routines, such as waiting their turn for snacks. The children also have a strong sense of community. The older children treat the younger children with care, and as a result, the club runs smoothly. Staff work hard to ensure that the children are self-assured and confident to develop positive relationships. This helps them transfer between settings, and mix with a broad range of other adults and children. Overall, the children's emotional well-being is effectively addressed.

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

The club is led by a dedicated manager who is fully supported by the staff team. Members of staff are highly confident in their responsibility to safeguard children. There is a designated safeguarding officer and a deputy who takes the lead in her absence. All staff complete safeguarding training and they know the procedures to follow if they are concerned about a child in their care, including who to report any concerns to. Many 'in-house' training sessions are completed to ensure that staff maintain a heightened awareness of safeguarding children, in a variety of situations. For example, staff help children understand the risks and dangers associated with the internet and social networking.

The recruitment process ensures staff's suitability to work with children. All staff having unsupervised access to the children are vetted, and any new recruits undertake a three month induction. Underperformance is tackled swiftly because staff have regular supervision meetings and annual appraisals to support their professional development. Opportunities for training are also offered, and this has a positive impact on staff motivation and the quality of the provision. Record keeping is well ordered; all necessary policies and procedures are in place and regulatory requirements are met. The club demonstrates a good capacity to improve. Staff have addressed the weaknesses raised at the last inspection, and worked with staff from Sheffield Out of School Network to enhance the quality of the provision. In addition, self-evaluation accurately identifies strengths of the club along with some weaker areas of practice. The views of parents, children and staff are actively considered, forming part of the improvement plan.

Parents say they are happy with the quality of the provision and would recommend the club to their friends. They feel that they are well informed about their children's time in the club verbally, and through the use of 'fliers and newsflashes'. Staff liaise effectively with teachers who share information about the topics and themes they are covering in school. This enables the staff to provide some consistency and continuity for the children's

learning. The club has a strong commitment towards equality. They ensure that they are well positioned to work with support services for any children who need additional help or intervention. This ensures that there are no significant differences in the access to the club for individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY368533
Local authority	Sheffield
Inspection number	878561
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	52
Name of provider	Appletree Childcare (Sheffield) Ltd
Date of previous inspection	27/11/2008
Telephone number	01142 571 427

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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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