

# Ashley Down After School Club - Muller Road

Horfield United Reformed Church, 139 Muller Road, Horfield, BRISTOL, BS7 9RB

## Inspection date

10/06/2014

Previous inspection date

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 teach children to understand and talk about their emotions, as a result, they build good relationships and feel listened to.
- Staff are enthusiastic as they interact with children and children enjoy playing with them.
- Leadership and management ensure there are consistent policies and procedures for staff to follow and support staff well.
- Staff plan activities that are fun for children and from their interests.

### It is not yet outstanding because

- Staff are not always making the best use of the outdoor areas to fully promote children's learning and development.

## **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 activities in the main hall and in the outside area.
- The inspector looked at documentation including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the manager and the nominated person.

## **Inspector**

Dominique Bird

## Full report

### Information about the setting

Ashley Down After School Club and Holiday Play scheme registered in 2013. It is a charitable organisation led by a voluntary committee. The group operate from the United Reformed Church in Horfield, Bristol. Children have access to the large and small halls, toilet facilities and an enclosed outdoor area. The after-school club and holiday play scheme are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The after-school club opens weekdays during term time only from 3.15pm until 5.45pm. The holiday play scheme operates from 8.30am until 5.30pm on Tuesdays, Wednesdays and Thursdays during school holidays. The committee employ nine members of staff to work directly with the children. The play facilitator has an early years play work qualification at level 3 and seven staff have an early years play work qualification at level 2 or above; this includes three qualified teachers.

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

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

- enhance the outdoor area to incorporate further learning opportunities, which cover all areas of development.

## Inspection judgements

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

Children arrive at the club happy and interested in what is on offer. They participate in circle time at the beginning of the session before independently organising their own snack before they engage in the activities. Staff arrive early to organise resources and prepare the hall. This is so that the activities are available and ready to make it welcoming for children when they arrive. Staff provide children with a range of indoor activities that effectively support their learning in all areas. However, the outdoor activities are not always planned for as well which means that some children are not playing outdoors as much as others.

The children can use resources from a store cupboard and they have a catalogue of pictures which staff encourages them to use to make free choices about what they would like to have out.

Children display high levels of involvement in their play and overall, have access to a good range of toys and equipment to support their learning and play. Overall, staff understand how young children learn and develop and use their observations to plan and tailor the environment to reflect children's interests. They work closely with the school that the children attend to enable them to complement the learning that takes place at school

through fun activities in the club. Staff plan fun activities to go with celebrations and special events such as the world cup. For example, they arrange football coaching for the children.

Children particularly enjoy a range of imaginative play and dressing up that staff make fun for them. For example, children engage in princess role-play in small groups. This extends their learning because staff encourage them to share their ideas with others. Children have good opportunities to develop their independent skills as they dress up. This activity teaches them how to dress themselves and fasten things.

Staff involvement in activities is attentive and respectful. They offer some challenge and extension for the children but also know when to step back so that children can develop their independence and lead their own play and learning. Staff generally ask children open questions about what they are doing and encourage children to communicate their ideas and think critically. This is helping children to develop confidence and try new things as it gives them a sense of satisfaction when they make achievements. Children's social skills are being encouraged by staff use positive body language to demonstrate that they are interested. For example, they get down on children's level and maintain good eye contact. This is building children's self-esteem and makes them feel valued and part of the club. Children develop their physical skills as they enjoy playing hide and seek games outside with staff.

Parents are kept well informed about what their children have been doing and each parent is spoken to daily. Parents use email and social media to communicate with the club.

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

Children are happy and secure and have good relationships with staff and their friends. Staff encourage children to tell them how they feel using a worry box. Good adult attention and interactions show that children form positive and trusting relationships with staff. When children start at the club staff collect detailed information from parents. As a result, staff get to know children well and they work together to ensure that the children's needs are met. Transitions between the school and the hall are well-organised to ensure that children have good continuity of care. For example, staff from the club collect children from their classrooms at the school site. Staff are warm towards children and pay extra attention to the new and youngest children to help them feel secure. This creates a friendly environment for them. There is a key-person system in place and all staff know each of the children well. The younger children are well supervised to ensure that they are safe and staff pay particular attention to them at times such as free play. This means that extra support is available to them if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the rules that children helped to write, which they know well. Children have learnt about feelings and things you can do if you feel worried. As a result, children have learnt effective ways to manage their feelings and children's behaviour is managed in a positive way. Staff are good role models and children are developing good skills for their

future learning. Staff teach children to take responsibility for their personal safety and develop a good awareness of road safety. For example, the club has a walking bus from the school to the hall. The children wear high visibility jackets and stay together as a group to ensure that staff can see them and keep them safe.

Staff promote children's health well. Children have opportunities to play outdoors and they benefit from fresh air, with the freedom to move around on a large scale. Staff have attended food hygiene training to promote this effectively and there is a designated food hygiene officer. Children have a good knowledge of hygiene practices, for example, they know to wash their hands before they eat.

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

Children are safeguarded at the club and staff have a good understanding of their roles and responsibilities to protect children from harm. All staff complete child protection training and keep their knowledge up to date. Comprehensive policies and procedures are maintained, which all staff are made aware of during their induction. Parents are well informed about policies and procedures that are followed to keep their children safe and well cared for.

Robust recruitment and vetting procedures are in place to ensure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. The professional development of staff is well supported and staff attend training on a variety of subjects that keep them up to date to successfully promote children's needs. For example, a member of staff is trained in behaviour management and dealing with race equality issues.

The leader, managers and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The club networks with its sister club and shares the same management and committee. This helps staff to share good practice. The learning and delivery of the educational programme is monitored well and this ensures that all children make good progress in partnership with the school. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy activities or have rest. They make sure that all areas of learning are covered indoors by offering children choice and planning fun activities that link to children's interests. This enables children to play large movement games indoors with balls if they don't want to go outside.

Partnership with parents is good. Parents comment on how happy their children are at the club and the good range of information that is shared with them. Staff work well with parents to ensure that children's individual needs are met. Parents' comments about the club are very positive. They state that they are 'well informed about what the focused learning is and what things they have been enjoying doing'. The club has a strong relationship with the school it serves and its sister club; subsequently there is a continuity

of learning and development across the settings.

### **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>	EY473024
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	949013
<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>	48
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Ashley Down After School Club and Holiday Playscheme
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01179040043

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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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