

Notley Green After School Club

Notley Green Primary School, Blickling Road, BRAINTREE, CM77 7ZJ

Inspection date

Previous inspection date

16/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are appropriately protected from harm as practitioners demonstrate a suitable understanding of the procedures to follow to safeguard children.
- Practitioners promote partnership working and generally communicate well with parents. Strong links with the school on whose site the out of school club operates, ensures that the club is able to complement the learning that takes place in other areas of children's lives.
- Children actively contribute towards and participate in activities, which enables them to enjoy a wide range of learning experiences. The quality of teaching is satisfactory and practitioners follow children's interests when planning activities.

It is not yet good because

- Practitioners do not have effective systems for obtaining information about children's medical requirements or for seeking parental permission to administer all medication. Limited training has been sought to ensure that practitioners are proficient when administering medication that requires medical or technical knowledge.
- Managers do not have robust systems for supervising and monitoring practitioners in order to support, coach and foster continuous improvement.
- Practitioners do not use self-evaluation and reflective practice effectively to identify areas for improvement.

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 out of school club rooms and the outdoor area.
- The inspector held discussions with the registered provider, the manager, practitioners and children at appropriate times during the inspection.
- The inspector looked at documentation to evidence the suitability and qualifications of all adults working within the out of school provision.

The inspector looked at a range of records, including children's information, records of accidents and medication, parental permission documentation, the daily attendance register, written policies and procedures, written risk assessments and a selection of other relevant paperwork.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full report

Information about the setting

Notley Green After School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Notley Green Primary School in the Braintree area of Essex and is managed by a private company. The out of school club serves the local area and is accessible to all children. It operates from a large hall, a small room and an adjoining area within the school building and there is an enclosed area available for outdoor play. The out of school club employs eight members of childcare staff. Of these, six hold appropriate early years and play qualifications at level 2, 3 and above. The out of school club opens Monday to Friday term time only. Sessions are from 7.50am until 8.40am and from 3pm until 6pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure systems for obtaining information about children's medical needs are robust and provide training for practitioners where the administration of medication requires medical or technical knowledge
- ensure written parental permission is obtained for the administration of all medication
- implement an effective system for the supervision of practitioners, which provides support, coaching and training to foster a culture of support, teamwork and continuous improvement.

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

- develop the use of self-evaluation and reflective practice to identify the setting's strengths and weaknesses and to enhance a commitment to continuous improvement.

Inspection judgements

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

Children excitedly participate in a range of activities provided by the practitioners. They contribute towards the out of school club's planning, by sharing their ideas and

suggestions during brain-storming sessions. Children's ideas are written on a large wall display and expanded on by practitioners, who plan appropriate activities to facilitate their ideas. The range of activities and resources on offer to children during their out of school club experiences, enable them to explore learning across all seven areas.

Parents provide key persons with some basic information about their children's home situations, siblings and starting points. The key persons also liaise well with the reception class teacher within the school to establish a clear picture of each child's capabilities. This promotes an effective two-way flow of information between the out of school club and the school. Practitioners use this information to inform their planning and to assess children's individual stages of development. Some planning is tailored to meet children's individual learning needs. For example, when this process of communication has been used to identify gaps in children's learning, practitioners plan specific activities to help children improve their skills. Most planning is quite general and based on what children like to do.

Children make good use of the resources and equipment on offer to them. They play well in small groups, often accessing board games or construction toys. Practitioners support children's learning by making models with them and talking about the various components of the models and how they move. Children enjoy being creative with access to painting, sticking and drawing resources. Regular cooking activities enable children to develop knowledge with regards to mathematical thinking, for example, weight and measurement. Children enjoy reading books and sit in a small, quiet room to do so. Older children wishing to complete homework before returning home are supported by practitioners and provided with resource books and other equipment to assist them.

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

Children are settled and confident in the out of school club facilities. They approach practitioners with ease and guide much of their own play and learning. Children behave well and understand the out of school club's rules and boundaries. Their familiarity with the school environment enables them to independently access toilets and hand washing facilities. Children follow the practitioner's instructions, for example, they line up carefully when preparing to change activity or to access the outdoor areas. Children are encouraged to develop independence, for example, when they help to serve the substantial snack each day. Practitioners work well with parents to establish clear information about any changes or transitions in children's lives and effective communication with both parents and children, enables key persons to help children to deal with these transitions. Consequently, children are supported to be emotionally secure.

Children form good relationships with adults caring for them as practitioners encourage them to feel safe and secure. The effective use of risk assessments and daily safety checks ensures that the environment remains safe and well-organised. Children learn to keep play spaces clear from hazards, for example, by putting the toys away when they have finished playing with them. Children have some opportunities to explore risk and to assess their own safety, for example, when they participate in cooking activities or help to prepare and cut snack foods. However, the lack of information about children's medical

needs identified in the leadership section of this report impacts on children's overall well-being within the provision.

Practitioners encourage children to consider healthy alternatives when helping to choose snacks and meals. Children attending for the breakfast club enjoy a well-balanced breakfast, which consists of fresh fruit and cereals. Children attending the after school provision are provided with a healthy snack of fresh fruit, vegetables and various kinds of bread. Children remain well-hydrated at all times as they freely access the drinking water fountain situated close to the out of school club room. Opportunities for children to access the school grounds on a daily basis enable them to keep fit and active. They enjoy making good use of the outdoor spaces and enthusiastically participate in planned group games and activities.

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

Children are appropriately protected from harm as practitioners and management are knowledgeable about safeguarding issues. They understand the action they should take to refer safeguarding concerns to the appropriate authorities. Practitioners regularly update their safeguarding knowledge through training and use team meetings to review and evaluate their understanding. Children are kept safe within the out of school provision as practitioners conduct daily safety checks, as well as more robust risk assessments. All adults working with children are appropriately vetted and evidence of the checks used to assess their suitability are available on file. However, systems for the administration of medication are less robust. Practitioners have not obtained clear written parental permission to administer medication that may be required for long-term health conditions and have not sought appropriate training to enable them to administer medication which requires medical or technical knowledge, so that they are appropriately prepared should the situation arise. This is also a breach of the requirements of the compulsory and voluntary parts of the Childcare Register. Practitioners demonstrate some knowledge of how children learn and use this knowledge to deliver an educational programme, which generally enables children to continue their learning and development. Developments in the out of school club's systems for planning enable children to play a much more active role in decision making. For example, they can choose the types of snacks they would like provided and the range of activities they would like to explore. Practitioners are beginning to implement systems to enable them to monitor the educational programme and the registered provider has recently appointed an early years coordinator to achieve this.

Practitioners working directly with children hold appropriate qualifications to level 2 and 3 and some practitioners are currently training towards higher qualifications. New practitioners are provided with an induction programme, however, this is very informal and not followed effectively to ensure that new members of the team are proficient in their role. The registered provider has plans in place to conduct annual appraisals and the manager holds the responsibility to supervise practitioners on a daily basis. While there is an informal system in place for supervision, it is not robust enough to ensure that managers effectively support the team and foster a culture of continuous improvement.

The registered provider is beginning to implement systems to enable practitioners and managers to use reflective practice and self-evaluation to identify the setting's strengths and weaknesses. This is, however, not yet well-embedded, which results in management not having clear targets which will promote continuous improvement. The registered provider has, since taking over the registration of this provision, focused her attention on getting to know the practitioners and reviewing the documentation that was in place under the previous owner.

Parents are active partners in the out of school provision. Practitioners communicate well with them and involve them in their children's care and education. Parents spoken to at the time of the inspection talk positively about the practitioners and the relationship they have with their children. They are knowledgeable about their children's key persons and feel confident talking to them about their children's development. Practitioners have effective links with the school on whose site they are situated. They liaise well with the reception class teachers, sharing children's learning journals with them and complementing the learning that takes place in all aspects of children's lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- obtain and keep a record of parental consent to administer medication (compulsory part of the Childcare Register).
- obtain and keep a record of parental consent to administer medication (voluntary part of the Childcare Register).

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	EY473104
Local authority	Essex
Inspection number	946970
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	57
Name of provider	Amy Louise Savill
Date of previous inspection	not applicable
Telephone number	07800 593118

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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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