

Horrabridge After School Club

Horrabridge Primary School, Walkhampton Road, Horrabridge, YELVERTON, Devon, PL20 7SZ

Inspection date

19/06/2014

Previous inspection date

18/01/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Overall, the staff work very well with the reception class teachers to complement children's learning goals and provide consistent boundaries for acceptable behaviour.
- There is a great variety of resources available to children, both inside and in the outdoors, which children can access independently.
- The management has clear plans and strategies to drive improvement in the club and work as a team to implement them very well.
- The teaching standards are consistent and of a high standard. Children benefit from staff's knowledge and skills to draw learning through activities.
- Children's language and social skills are promoted very well through meaningful activities or organised group time.
- Children are able to develop their physical skills in a variety of ways in the outdoor environment.

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 obtained the views of staff, parents and children.
- The inspector toured the facilities used by the after school club.
- The inspector observed children engaged in activities both indoors and outside.
- The inspector held a meeting with the nominated person.
- The inspector sampled a variety of relevant documentation.

Inspector

Tristine Hardwick

Full report

Information about the setting

Horrabridge after-school club was registered in 2011. It is privately owned. The club operates independently from within Horrabridge Primary school. All of the children attending the club also attend the primary school, which serves the local area.

The out-of-school club has their own dedicated room in the school. Children use the school playgrounds and playing field for outdoor activities. A maximum of 16 children aged from four to eight years may attend the club at any one time. Currently there are 31 children on roll and of these seven are in the early years age range. The club also provides care for children over the age of eight. It is open each weekday from 3pm to 6pm during term time only. The club employs two members of staff, who hold suitable childcare qualifications. The club supports children with special educational needs and/or disabilities.

The club is registered by Ofsted on the Early Years register, and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop further working relationships with host school to further complement children's learning and development.

Inspection judgements

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

The staff of the after-school club provide a rich environment where children can relax and unwind after a busy day at school. The children who attend the club have access to an abundance of equipment, such as computers, a library, three different outside play areas and a grassed field.

The club is located in a large dedicated room within the school and the children have direct access to the well-equipped outdoor area. This provides children with the opportunity to decide whether they prefer to play inside or outdoors, sit quietly and relax or exert energy outside. This helps children to take ownership of their places of learning, and helps them to stay motivated and engaged in their choices.

At the beginning of each term children inform staff about their new interests by completing posters about themselves. These are displayed and help staff to gather resources ready for children. As a result, children immediately engage with interesting activities as they enter the club and they waste no time. Staff formulate interesting plans

each week, based on children's needs and choices. Children contribute to the plans and inform staff what they would like to do. This encourages children to develop their own ideas and choose different ways to achieve the same goal. For example, planning is changed to allow for spontaneous activities which are weather dependent, such as gardening or water play.

The staff work extremely well with the reception class teachers to find out children's individual learning goals. This information is clearly displayed. It helps staff to ensure activities complement topics they are working on at school, as well as children's interests. For example, children build boats and talk about things that float or sink and this learning derived from a simple fishing game.

Teaching skills are excellent. Staff take time to explain problems to children and skilfully ask questions to help them think of solutions. For example, whilst playing with a water activity, a child asked what a certain toy was for as it did not work. The staff member explained what the toy was meant to do and together they found a solution to make it work. Such interactions help children to develop team work and cooperation skills. These skills contribute to their success in formal schooling and learning.

Staff engage very well with children and help them to extend their ideas. For example, staff suggest putting a sail on the boat and encourage children to explore various materials that would be suitable. They have discussions with the children about what might happen to the different materials if they get wet. This helps children think about and begin to solve problems. Staff record children's achievements in a 'celebration' book. This information is shared with parents and teachers, helping them to keep up-to-date knowledge of the children's progress.

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

Children are happy at the club because activities are based on their interests. As a result, children are eager to learn and develop a sense of achievement. Staff provide spaces where children can play merrily together. Children form strong relationships with their peers and develop excellent communication skills, by playing 'teachers', for example. Staff engage with children during play, explaining that 'it takes time to write a good story', or by playing the goal keeper in a football game. Staff build good solid relationships with each individual child and as a result children feel valued. This contributes to their overall well-being. Children enjoy staff's company and laugh together with them when they score a goal, for example.

Staff listen to children. During snack time, they make sure each child has the opportunity to talk about their day and any memorable events that occurred. As a result, children learn to listen to each other and be respectful by patiently waiting for their turn to speak. Staff are good role models and they speak politely to each other. This sets a good example which children copy. During snack time, children are politely asked to take some food and pass the bowl to the next person, which they do unquestioned, saying 'please' and 'thank you'.

Staff provide clear boundaries and mirror behaviour strategies employed by reception class teachers where necessary. They remind children what is expected of them and exactly what appropriate behaviour is. As a result, children behave very well. Staff share these strategies with parents, so that children receive consistent reminders from everyone. This helps them to practise positive behaviour which adds benefit to their learning potential. Parents comment they are 'reassured' by the way their children's behaviour is managed because their children's social skills have come on in 'leaps and bounds'.

Staff encourage children to keep healthy and learn about hygiene routines through simple hand washing before snack. Staff provide children with a variety of nutritious snacks, which always comprise of fruit and a carbohydrate, such as bread or pitta bread. Staff enable children to manage their own needs by providing them with the opportunity to pour their own drinks when needed. This keeps them from being thirsty, especially in the hot weather, and helps them learn about being healthy.

Children are offered the opportunity to expel energy and develop their muscles by using the well-equipped outdoor area. Children use the climbing wall and develop coordination skills or ride on scooters to practise balancing. They also have the opportunity to use their muscles in different ways by choosing to use either of the two climbing frames or kicking balls inside a small walled area. Children can use the resources from the reception class, such as water play to explore the way water falls through a different resources, such as sieves. There is also a small garden area, where children can learn about how things grow or practise their writing skills by writing on the chalk board. Such an array of equipment appeals to all children's preferences and helps to ensure they develop their physical skills in a fun and entertaining manner. It also helps children learn to be active and develop positive attitudes towards physical exercise and fresh air. It particularly benefits those children who are active learners and prefer to learn outside.

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

The club is managed extremely well and staff are professional. The management has devised clear plans and understands their responsibilities well. They have developed thorough evaluations which take into account the views of staff, parents and children. This means that children benefit from their aspirations. For example, staff have recently taken part in higher level safeguarding awareness training, which means they have detailed understanding of systems which protect children from harm and how to deal with situations more effectively.

There is a thorough recruitment process and all new staff members undergo suitable person's checks. This helps to ensure appropriate people care for children. Teaching strategies are of a high standard and are constantly monitored to help make sure they continue to develop with the children's changing needs. Staff benefit from regular appraisals and supervisions. These focus on their current strengths and how they can be further enhanced for their own professional development, as well as the needs of the

children. Staff take part in in-house training or courses provided by the local authority, such as 'play for boys'. Such training helps staff to develop ideas of activities which boys may find more appealing and help them to learn to concentrate and engage more effectively.

The management meets regularly with staff and school teachers to discuss strategies and learning goals for children. These are well documented and demonstrate a clear focus on dealing with children's all round needs well. During these meetings the staff share children's development progress with children's teachers. This information is aimed to serve as a valid contribution to their learning targets and complement their formal schooling and progress, though staff are sometimes unsure if the school find it as useful as they would hope.

There are clear policies and procedures which provide parents with a good understanding of what to expect from the club. Management reviews and updates these policies regularly to make sure they continue to reflect the way the club runs.

Staff build excellent relationships with parents, who share experiences of their own day when they collect their child. As there is a strong rapport, parents confidently provide feedback to staff about the club which helps to outline improvements. For example, parents prefer to discuss their children's progress rather than receive a written commentary. Staff share information with parents about their children on a daily basis. This helps parents to understand activities which may influence their children's behaviour, for example, if they have been running around outside and are hot or tired.

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	EY422844
Local authority	Devon
Inspection number	816558
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	31
Name of provider	Lesley Griffiths, Natasha Weake & Abigail Gardiner Partnership
Date of previous inspection	18/01/2012
Telephone number	01822852605

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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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