

Springdale After School Club

Springdale Infant and Junior School, Warstones Drive, Penn, Wolverhampton, West Midlands, WV4 4NJ

Inspection date

20/06/2014

Previous inspection date

12/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 enjoy their time after school as staff plan a variety of fun-filled activities that challenge their learning while they play. As a result, children within the early years age group are making suitable progress.
- Staff follow clear child protection procedures to protect children from abuse. The staff demonstrate sensitivity and warmth towards children, promoting a sense of security and belonging.
- The positive partnerships with parents, other providers and external agencies support the needs of children and their families.

It is not yet good because

- Teaching is not consistently strong, because the management do not ensure effective arrangements are in place for the supervision and coaching of all staff.
- Staff do not always promote children's independence skills during child-initiated play and snack times.
- Staff do not always foster children's interest in the differences and similarities between themselves, and other people and communities.

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 scrutinised a range of documents, including attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan.
- The inspector observed children's activities in the indoor and outdoor play areas throughout the inspection visit.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day, and acknowledged a range of recorded statements.
- The inspector checked staff suitability and qualifications, the complaints log, and a range of policies and procedures which supports the service provided.

Inspector

Mary Henderson

Full report

Information about the setting

Springdale After School Club has been registered since 1997 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is governed by a management committee and operates from the junior hall in the Springdale Infant and Junior School, in the Penn area of Wolverhampton. It serves children from the school. There is an enclosed area available for outdoor play. The club is open each weekday, from 15.15pm until 17.30pm, term time only. There are currently 41 children attending, one of whom is within the early years age range. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four hold a qualification at level 3, one holds a qualification at level 2 and one is unqualified.

What the setting needs to do to improve further

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

- ensure appropriate arrangements are in place for regular appraisals and supervision of all staff, including support and coaching to increase staff's knowledge and skills.

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

- enhance children's self-initiated learning by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly
- create more opportunities for children to develop their independence at snack times, such as encouraging them to pour their own drinks
- extend opportunities to challenge children's thinking and help them embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

Inspection judgements

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

The manager and staff provide a range of activities which supports children's interests. Most staff have a generally good awareness of the learning and development requirements of the Early Years Foundation Stage, which enables them to effectively observe, assess and monitor the youngest children's progress within the provision. However, teaching is not consistently strong. This is because those staff who have no qualifications lack the knowledge, skills and experience needed to support children's learning and development at all levels. Qualified key persons caring for the younger children encourage the sharing of information about children's interests and prior learning, which helps to keep all parties involved fully informed. Children's communication skills are supported because the staff talk to them all the time, ask open questions and provide a positive role model. The staff praise children's efforts, which supports their personal social and emotional development. Children enjoy construction activities as they build towers with large blocks in the outdoor play areas, taking turns and sharing in games with their peers and the staff.

Children enjoy the company of their peers as they share pens and crayons at the writing table. Here they chat to one another about their day and family life. Children approach the inspector, and confidently talk about the pictures they are drawing and their current interests in making bracelets. The staff put out resources in the outdoor play areas for the children to play with. This includes bats and balls which the children enjoy using with their peers and the staff around them. Children also enjoy playing imaginatively as they push the dolls around in buggies. This supports children's imagination and creative play. Children's interest in books is fostered as they sit under cover to read with their peers in the outdoor areas. This supports children's literacy skills.

The children are encouraged to make some choices during their child-initiated play times. However, not all resources are put out and as there are no prompts, such as pictures or lists of what is available, children are not able to make fully informed and independent choices. Also, at times the computer is covered with a blanket, restricting access and further reducing the range of choices available to each child. Children show they feel safe and happy in the provision as they play games with their peers and the staff caring for them. For example, they run around after one another in the fresh air and play football, and catch and throw games in the outdoor play areas as they learn to take risks in their play. Older school children show empathy towards the younger children and happily include them in their games. Children explore arts and crafts as they explore Diwali and Chinese New Year. This helps children begin to learn about the world around them. However, there are few toys and resources available, to encourage and challenge children's thinking about differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

Parents are encouraged to share information about their child's needs and interests with their child's key person. As a result, children's well-being is fostered. Children are confident, and show that they feel cared for as they approach their peers and the staff caring for them. There are strong attachments between the children and their key person which effectively supports and enhances children's positive behaviour. All children behave

well, negotiate during outdoor games and show a strong regard for the staff caring for them.

Children enjoy healthy snacks during the session, which include drinks of water or juice and fruit. However, some unqualified and inexperienced staff do not encourage children to pour their own drinks during such times. As a result, children's independence skills are not fully supported by all staff. Children are aware of the importance of hygiene, as they clean their hands before they eat and after visiting the toilet. Children's healthy lifestyle is also fostered because they have regular access each day to the outdoor play areas. They also learn about personal safety as they practise the evacuation procedures with the staff. The staff support children's transitions between school and the provision because there are effective partnerships between all concerned. The deployment of staff ensures close supervision of children, so that they are kept safe throughout the session.

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

The management have a generally sound understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are kept safe. However, the management have failed to meet one of the legal requirements. This is in relation to a lack of appropriate arrangements for the staff to receive regular supervision, support and coaching. For example, some staff are not able to increase their knowledge and skills, or to identify concerns they may have around children's learning. As a result, teaching is not consistently strong enough to ensure teaching is of the highest level, to promote of all children's interests and needs. The majority of staff, but not all, have attended some training. For example, the manager and deputy have attended training that helps them to support children with speech and language difficulties. The manager has also attended training in how to promote special learning needs, such as Autism, and the deputy has attended training in how to support children with anxiety. As a result of this and other training, including on the use of Makaton sign language, children with special educational needs and/or disabilities and those with English as an additional language are well supported. Children are cared for in a safe and caring environment because there are robust policies and procedures in place, which are fully implemented by the staff. Staff attend safeguarding training. They know what to do and who to contact should there be any concerns with regard to the protection of children. They are also aware of the whistle blowing policy and procedure in place, should they have concerns about the actions of a member of the staffing team. To ensure children's safety and well-being further, the staff attend first-aid training. The recruitment procedures of the provision are robust and include ongoing checks of the suitability of all staff to work with children.

The management undertake self-evaluation. This includes gaining input from management, staff, parents and their children. However, the systems in place have failed to identify the action and recommendations raised during this inspection. Partnerships with parents, the school and other professionals are effective. As a result, everyone works closely with the individual child to meet their needs. Information is provided to parents about the provision and their child's care, learning and development. Parents are

encouraged to share what they know about their child's interests, needs and learning. As a result, children settle well within the provision. Parents speak highly of the provision and the staff that care for their children. For instance, they state that staff are warm and caring towards their children, and provide children with lots of activities. Some parents also state that their child loves coming to the provision because they can play with their classmates after school.

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

Unique reference number	224959
Local authority	Wolverhampton
Inspection number	876409
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	41
Name of provider	Springdale Primary After School Club Committee
Date of previous inspection	12/03/2009
Telephone number	01902 558810

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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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