

Winthorpe After School Club

Winthorpe Primary School, Gainsborough Road, Winthorpe, NEWARK, Nottinghamshire, NG24 2NN

Inspection date

01/07/2014

Previous inspection date

06/10/2009

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 have a very good relationship with the host school, this means they share what they know about the children every day. Therefore, there is good continuity and children's learning and development needs are well met.
- Staff ensure that children settle well at the club. As a result, children are happy to be at the club and quickly form close relationships with staff and other children.
- Staff implement consistent behaviour management strategies. As a result, children learn to play harmoniously together, to share and take turns.
- Partnerships with parents are well established and make a positive contribution to meeting children's needs.
- Children remain safe and secure on the premises because staff give children's safety high priority.

It is not yet outstanding because

- There is scope to learn more about children's likes and dislikes when they start at the club to support staff to effectively plan for individual children's interests from the outset.

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 outside.
- The inspector conducted a joint discussion with staff.
- The inspector held discussions with the head teacher of the host school, staff and children.
- The inspector looked at children's assessment records and discussed planning arrangements.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the club's self-evaluation and development plan.
- The inspector took account of the views of parent's spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Winthorpe After School Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within Winthorpe Primary School in the village of Winthorpe, close to Newark and is managed by a 'Community Interest' company. The club has access to the school hall, a classroom, toilet and kitchen facilities together with outdoor play areas. The club is also open to children from other local schools. The club employs two members of childcare staff. Of these, both hold appropriate play work qualifications at level 2 and 3. The club's opening hours are between 3.20pm and 6pm, from Monday to Thursday, closing at 4.30pm on a Friday, during term time only. Children attend for a variety of sessions. There are currently 30 children attending, four of whom are in the early years age group. The club supports 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 range of information exchanged with parents from the outset to include more detail on children's current likes, dislikes and interests to further aid their personalised learning.

Inspection judgements

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

Staff work at the host school as well as at the club. As a result, they liaise closely with the class teachers so that they fully support children's continued learning and compliment the educational programmes they are following at school. This means that children are successfully supported in making progress in their learning and development and are building on the skills they acquire at school. Children's starting points in learning are established through a combination of discussion with the child, parents, working with the children in school and staff observation of the child in their first weeks at the club. However, there is scope to improve the information parents share with regard to interests, likes and dislikes to fully plan for children's next steps in learning, ensuring that they meet the learning needs of all children. Staff prepare a monthly and weekly planning overview, which means they provide children with a wide range of stimulating activities that cover every area of learning. Children are motivated to learn because the club's free-flow approach means they choose where and how they want to play. For example, children prefer to stay outside for most of the session, where they enjoy playing on the school's large climbing equipment. Staff work with children in their reception class. Consequently, they are aware of their age and stage of development. Next steps are carried through from school to club. As a result, there is a true continuity of learning and development.

Children play happily together, making up stories and collecting natural resources to support their imaginative play.

Staff know children well, they explain to the inspector, 'Those two can make anything out of nothing, they have such a good imagination'. Staff interactions with children are consistently positive and cheery. They show an interest in what children are doing and chat to them about their day at school. Children express themselves confidently and readily engage in conversations with staff and other children, which successfully enhances their language development. Children practise their fine motor skills as they carefully create bracelets from coloured bands. Staff recognise that some children need to rest and relax after a long school day whilst others have lots of energy to burn off. Staff join in with children as they play a game of tennis. This supports their physical development well. Children are able to move freely into the outdoor area for all of the session. Children head straight for the large climbing structures where they climb, slide and scramble. Staff recognise an opportunity to heighten children's enjoyment by adding a blanket to the scramble tunnel. Children have opportunities to play with dolls and role play and express their imagination. For example, while playing with the dolls, a group of children pretend to be 'mummies and daddies'. Dressing up is popular as children put on a skeleton or bear outfit, but soon realise this is not a good idea due to the hot conditions. Throughout the warmer months, children favour the outdoor space, but still, children have opportunities to express their creativity indoors. For example, staff set up colouring, painting and construction activities for children to engage in using media and materials to develop creativity.

Children who have special educational needs and/or disabilities are supported well by staff who also work with them in their reception class. Consequently, they make as much progress as they can. Parents are well included in their children's learning and development through daily conversations with staff at the end of each session. Children's observation records are available for parents to view at any time. Parents comment on the wide range of activities that children enjoy while attending the club. Children tell their parents that they enjoy coming to the club and talk about the varied and interesting experiences, which makes learning fun. They also feel well-informed about their children's progress. This ensures that children's emotional well-being is well supported. Children thoroughly enjoy their time at this inclusive out of school club. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a wide range of exciting activities to enhance their learning with their friends after school.

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

Children show they are settled as they arrive in the hall for after school club. They know the routines for arrival, such as sitting in the designated area for registration. Effective, warm and caring relationships between staff and children are evident. There is a good key-person system in place for children in the early years age range. This promotes consistency of care and enables staff to get to know individual children well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children

establish good emotional attachments. Staff work with children in the host school. This facilitates a smooth transition between the two settings and regular discussions and sharing of information ensures a cohesive approach to children's well-being and learning. However, there is scope to improve the information gained from parents about children's likes and dislikes, when they begin at the club to fully support their settling-in process.

Staff are good role models and encourage children to develop good manners and involve them in games where they have to share and take turns. This supports the children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children play well together and enjoy each other's company. Young children respond well to older children and actively seek them out to play games. Older children are kind and sensitive to the youngest children and are good role models. Consequently, children's behaviour is good. Children develop self-care skills as staff encourage them to wash their hands before snack time. This supports children as they develop independence. Children are provided with very healthy and nutritious snacks after school. For example, fruit, waffles, crackers, cheese, toast, soup and bread.

Children have free-flow access to a large outdoor school field and lots of space in the school hall where they can practise their physical skills and run around exuberantly. Therefore, they are learning about the importance of healthy eating and the benefits of physical activity. Children are learning to keep themselves safe while taking challenging risks because staff are on hand to talk through situations with them. For instance, children are keen to come down the fireman's pole. However, staff intervene sensitively and explain the risks and together they discuss what might be a safer way down for young children. Children display a clear awareness of responsibility within the club. For example, children relish opportunities to help staff by taking on roles as they help choose resources from the sheds to set out the indoor and outdoor areas. This also helps them develop their self-help skills.

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

Children are safeguarded because all staff have received appropriate training and have a good understanding of their role in reporting any child protection concerns. The building is safe and secure because the school front door is locked to ensure only those authorised to do so can collect their children. Staff have been recruited from the school. Consequently, sound recruitment, vetting and induction processes mean that all staff working with children are suitable to do so. Daily risk assessments are completed before children arrive at the club to minimise hazards which creates a safe, secure and welcoming environment for them to explore and investigate. Children's safety is given high priority in the club. For example, the inspection was carried out on the same evening as the school parents evening. As a result, children who do not attend the club were intermingling with club children. Despite this, the staff remained professional and highly vigilant, conducting regular headcounts to ensure the safety and welfare of their club charges.

Clear and precise policies, procedures and documentation underpin practice very well and

help to keep children safe, secure and protected from harm. Staff performance is monitored through regular meetings between the two staff who run the club. All members of staff hold relevant qualifications. There are effective procedures in place through the school training programme to enable staff to access relevant training and to improve their knowledge. For instance, staff have attended managing aggressive behaviour training to further embed their knowledge on this subject. Successful monitoring of educational programmes and the quality of teaching ensures children are provided with activities which are challenging and stimulating to complement their learning in school.

Staff show a good capacity to reflect on their current practice. Each year they produce a 'Directors Report' that details the club's success and any improvements that may be required. Parents and children are heavily involved in the self evaluation as staff ask them to complete a questionnaire with their thoughts and ideas. Partnerships with parents are good and children benefit from the good relationships that staff have formed with their parents. Feedback from parents is very good. They say children get cross if they say they are picking them up early. They know who their child's key person is and what their role is. As a result, they are aware of who to talk to if they have any concerns about their child. Children with special educational needs and/or disabilities are well supported because there are good links with external agencies, including the schools to ensure children's needs are met. The head teacher fully supports the club and speaks highly of the benefit of such a service for the school. As a result, there is a fully cohesive approach to children's learning and care needs.

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	EY342862
Local authority	Nottinghamshire
Inspection number	820758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	30
Name of provider	Winthorpe After School Club
Date of previous inspection	06/10/2009
Telephone number	07970 007232

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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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