

# Gerrards Cross After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY254436
<b>Inspection date</b>	21/05/2012
<b>Inspector</b>	Hayley Marshall
<b>Setting address</b>	Gerrards Cross Youth Centre, East Common, Gerrards Cross, Buckinghamshire, SL9 7AD
<b>Telephone number</b>	01753 892483
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Gerrards Cross After School Club registered in 1997. It is managed by a voluntary management committee. It operates from a large main room, smaller room and enclosed outdoor area of the Youth Centre, in Gerrards Cross, Buckinghamshire. Children attend from Gerrards Cross Church of England Combined School. The breakfast club opens each weekday from 7.50am until 9am. The after school club is open each weekday from 3.30pm until 6pm during term time. The club is a member of "4 children".

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club is registered to care for a maximum of 24 children aged from three to under eight years at any one time. Children attend for a variety of sessions. They walk, accompanied by the staff, to and from the school to the centre. There are currently 65 children on roll aged between four and eight years of age. Some spaces are available for children up to 11 years of age. The club supports a number of children who are learning English as an additional language.

The club employs five members of staff. Three staff hold an appropriate childcare qualification to level 3 and one member of staff holds an appropriate qualification to level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy and enjoy attending the club. They share warm relationships with staff who know how to meet their individual needs overall. Staff mostly provide a range of resources suitable for children's play. Staff implement a range of policies and procedures, which generally help to keep children safe. However, a number of specific legal requirements are not met in relation to suitable people, having a designated person responsible for safeguarding and documentation. There are appropriate systems in place to evaluate the club, although staff have not attended up-to-date training to improve their knowledge of the Early Years Foundation Stage framework. Recommendations from the last inspection have been addressed showing a capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- identify a practitioner to take designated lead responsibility for safeguarding children and liaising

09/07/2012

with local statutory children's services agencies when appropriate (Safeguarding and promoting children's welfare)

- ensure records of information used to assess staff suitability contain the date on which CRB disclosures were obtained (Suitable People) 24/05/2012
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 16/07/2012

To further improve the early years provision the registered person should:

- increase staff knowledge of their roles and responsibilities and of the Early Years Foundation Stage by, for example, using training made available by the local authority and other sources
- make sure that equipment is well organised and complete to promote challenge, children's interest and independent learning.

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

Children are safe whilst at the club because staff have appropriate skills and knowledge of how to safeguard children. New members of staff have appropriate inductions helping to check their suitability to work with children. The club obtains all required checks for new members of staff, to assess their suitability to be in contact with children. However, although they record Criminal Record Bureau disclosure numbers, they do not meet the requirement for recording the date of issue. Staff carry out safety checks of the premises and subsequently identify and reduce risks to children. However, the records of these checks do not meet the legal requirement as they do not show when they were carried out and by whom. All staff demonstrate a sound knowledge of how to keep children safe and know when and how they would report any concerns. However, there is currently no designated member of staff with lead responsibility for safeguarding children as required.

The staff team is established and enjoys its work with children. Staff have basic knowledge of the requirements of the Early Years Foundation Stage, but this is limited. They have not attended training to update their knowledge in order to fully understand all their roles and responsibilities in supporting children's learning and development.

The club is developing methods to reflect on strengths and weaknesses and staff usually monitor the club's progress in these areas. Sometimes, they seek the views of children to help identify actions for the future. This means that although plans are limited, they are likely to bring about some improvement to the club. Recommendations from the previous inspection have been addressed as children now freely help themselves to fresh drinking water throughout the session.

Staff plan suitable activities for children to keep them interested. They enjoy craft activities based upon a theme, such as, making Olympic torches from card and glitter. Children have some opportunities to choose what they play with and staff provide additional resources when the children ask for them. However, at times resources for children are not well-organised or complete. For example, when children spend time constructing a marble run, there are no marbles to roll down it. This affects children's enjoyment as the children then lose interest in the activity. This does not promote children's independent learning.

Staff know children's individual needs and take appropriate steps to support their development. Staff welcome all families by providing information in different languages. Children are able to discuss their understanding of diversity, and what it means to them. Older children and younger children mix well together and play cooperatively. The staff are aware of children's differing needs because of their age and gender, and plan appropriate activities to help them make suitable progress.

The club communicates well with the local school where children attend. The school shares information daily about children's well-being and progress. Staff use this information to meet children's needs. The club is developing closer links with the nursery that operates from the same site, to further support children's well-being and learning.

Partnerships with parents are sound. Staff share news with parents and relay information given by teachers. Parents have the opportunity to join the management committee at the club. This allows them to have direct involvement in decision-making. Parents feel very satisfied with the care their children receive. They feel that because the staff are warm and friendly, they are confident that their children settle quickly.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy attending the club because they play in a calm and caring environment. The appropriate balance of activities on offer allows children to unwind after a busy day at school. Later, children delight in their freedom to explore and play in the outdoor area. Children then come together at snack time and when playing outdoors. Younger children clearly benefit from these times and all children play well together. The club suitably complements children's learning and development at other provisions.

Children develop satisfactory skills for the future because they make some choices about their play and learning. They are keen to ask questions and find out more about things that happen in the club. Children have sufficient opportunities to develop their mathematical knowledge such as, by counting during hide and seek. Opportunities are available for children to draw and write freely. They make books and tell their own stories. This complements the formal teaching they receive whilst at school.

Children are settled and secure because they generally have their individual needs met. Staff observe children to support their learning and development. Children are confident and display suitable levels of self-esteem, because they have positive relationships with staff and each other. Children behave well because they play in an ordered environment, with familiar routines. This helps some children to begin to take some responsibility for themselves, such as, preparing the snack.

Children generally manage their own hygiene. At times, staff remind them to wash their hands before they have their snack. This helps to prevent the spread of infection. Children eat a balanced snack and enjoy this time as a social occasion together. The outdoor area provides opportunity for children to engage in physical activity. They play structured games such as cricket and football. Children play on the climbing frame and in the playhouse. This helps them to understand the benefits of exercise as part of a healthy lifestyle. It also helps children to develop positive relationships with each other.

Children share equally positive relationships with staff that care for them. Staff are careful to ensure that the same member of staff drops and collects children from their classroom each day. This enables children to form close relationships with them. Most children are developing a sense of how to stay safe. They take some responsibility for their own safety whilst playing. Children learn how to cross roads safely when they walk to and from the club. Staff have systems in place to keep children safe, such as, walking in twos and keeping doors and gates locked. This helps children to feel secure and safe at the club.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met