

# Greenfield Club After School/Holiday Scheme

The Greenfield Centre, Park Avenue, Winterbourne, South Gloucestershire, BS36 1NJ

<b>Inspection date</b>	12/08/2014
Previous inspection date	31/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 establish warm and caring relationships with children, through their positive interactions.
- Children's health and safety is well promoted due to effective practices and routines.
- Staff know children well and carefully plan activities based upon their next steps in development, to provide interesting and challenging learning experiences.
- Staff keep parents well informed of the setting's procedures and children's experiences, which helps them to feel involved in their child's learning.

### It is not yet outstanding because

- The role play resources are not well developed to enhance children's imagination and creativity.
- Parents are not routinely invited to share their feedback regarding the setting, to contribute towards self-evaluation.

## **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 held discussions with the manager.
- The inspector observed children's play both indoors and outdoors.
- The inspector examined a range of documents.
- The inspector talked with some parents, children, staff and the manager.
- The inspector and manager completed a joint observation.

## **Inspector**

Sarah Madge

## Full report

### Information about the setting

The Greenfield After School and Holiday Club registered in 1996. It provides out-of-school care and a holiday play scheme and is a community-based organisation. It operates from three classrooms to the rear of the Greenfield Centre, in Winterbourne village. The club also has access to adjoining playing fields. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club caters for children between the ages of four and 11 years of age. During school terms the club is open from 7.45 am to 9.00 am and from 3.30 pm to 6.00 pm. The holiday club operates from 7.45 am to 6.00 pm. Children from Elm Park and St Michael's Primary Schools are escorted to and from the club by Greenfield staff. Currently there are 90 children on roll, 43 of whom are in the early years age range. The group is managed by a parent committee which employs a manager and 10 other members of staff, six of whom are appropriately qualified in child care. Four additional members of staff are currently completing appropriate child care qualifications.

### What the setting needs to do to improve further

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

- enhance the selection and variety of role play resources to further support children's imaginative play
- regularly obtain parents' feedback to take their views in to account when considering the setting's strengths and areas for improvement.

### Inspection judgements

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

Staff take time to get to know the children in their care so that they can plan experiences to support their care and development. For example, they encourage young children to play in the 'Chill out room' towards the end of a long day, when they recognise that they are becoming tired. Staff make regular observations of children's involvement in activities. These are used to update children's individual play plans and to ascertain their next steps in learning and development, to help inform the planning of activities. For example, staff plan a counting activity when they identify that a child mixes up some numbers. As a result, staff have an accurate understanding of children's ongoing progress, to plan future activities which interest children and support their learning. Staff share information with each other regarding their key children at regular team meetings. This means that all staff know children's identified next steps and so are able to focus their teaching to individual children's needs. This effectively supports children's learning and development. All staff

have a good understanding of the learning and development requirements. This means that they are able to provide a broad range of experiences to develop children's skills and understanding in all areas. There are ongoing discussions with reception class teachers to promote continuity in care, learning and development. For example, they discuss what planned activities would benefit all children, such as learning letter sounds. Consequently, staff support children's learning well. However, children's imaginative play is not fully supported as staff do not provide stimulating and inviting resources, such as a well-developed role play area.

Children manipulate clay confidently, showing good fine motor skills as they roll and mould the material. They listen carefully and follow instructions well. This is because staff use effective systems to engage young children, such as by prompting them to, 'Turn on their listening ears'. Children have good opportunities to play outside. They demonstrate good hand-eye coordination and balance as they play tennis and climb on purpose-built apparatus. This demonstrates that children show a positive attitude to developing their skills and understanding.

Partnerships with parents are strong. The informative website explains routines, procedures and appropriate educational programmes. Parents are introduced to all staff members and are informed of their child's allocated key person. Children's starting points are obtained from parents to help staff get to know children before they begin attending. This means that staff can plan appropriately challenging activities from the start. Staff and parents share information regarding children's learning, to provide complementary experiences. Additionally, staff develop close links with other professionals to implement consistent approaches that provide individual support for children with special educational needs and/or disabilities.

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

Staff are good role models as they establish calm and caring relationships with the children and take the time to listen carefully to what they have to say. This helps children to feel valued. Additionally, staff routinely praise children's achievements so that children's self-esteem is effectively promoted and they behave well at the club. Staff teach children to use good manners and remind them to use 'indoor voices'. They are consistent in their behaviour management strategies, which means that children are clear on expectations and boundaries.

The room is well organised to meet children's needs, including a 'chill out area' for children to sit and relax. Toys and resources are stored at low-level and are clearly labelled, which means that children are supported to make independent decisions about their play. However, although staff generally provide a good range of suitable resources, young children are not encouraged to develop their imagination fully. This is because children are not able to access dressing-up items at all times and the role-play area is not sufficiently stimulating to attract children and encourage them to be creative.

Staff supervise children well due to effective deployment. As a result, children are able to

make choices about the area of the premises they wish to explore. Children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. Staff teach children about safety when transporting children between the club and local primary schools. They have a clear understanding of the appropriate procedures to follow in the event of a concern, to promote children's welfare. Children have good understanding of hygienic practices. For example, a child informs staff of the need to re-wash their hands during snack time, after temporarily leaving the table to handle toys. Staff ensure that all children regularly drink water and remind them the importance of staying well hydrated, to maintain their welfare. Children benefit greatly from healthy and nutritious snacks, such as fruit. Staff explain to them why they should not eat food that has been dropped onto the floor. Consequently, children are learning how to keep themselves healthy and how to prevent the spread of germs. Children demonstrate good self-help skills as they use knives safely to spread toppings during snack time.

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

Management has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are well-written policies and procedures, which are made available to parents via the website. These effectively underpin staff practice, such as the procedures for administering medication. Management implements a good range of documentation to support practice. For example, there are accurate records of children's and visitors' attendance, and staff record children's accidents appropriately. Thorough risk assessments of areas used by the children monitor the safety of the environment. There are robust systems in place to ensure that staff are suitably vetted, and effective induction procedures help new staff learn about their responsibilities. Additionally, management ensures that staff hold relevant qualifications and training to meet statutory requirements. This all helps to promote children's welfare.

Staff involve parents in children's learning well through daily discussion. A parents' notice board is displayed at the entrance to the club, to provide parents with key information about the club. Parents comment that their children look forward to arriving each day to play with a good range of resources and meet their friends. They feed back that staff ensure children settle in well and develop confidence. There are strong links with the schools that children attend. Staff regularly contact the reception teachers to discuss children's interests and next steps in learning so that they can complement the delivery of the learning and development requirements of the Early Years Foundation Stage.

Management provides ongoing support for staff through regular meetings and informal discussion, to note any issues, identify solutions and share good practice. Staff receive regular appraisals, which provides effective support to meet their performance and training needs. Management carefully monitors the quality of teaching and overall practice through self-evaluation, to maintain continuous improvement. Staff involve children in self-evaluation through a children's committee, which rates different aspects of the setting. However, they do not routinely seek feedback from parents to help evaluate practice and

identify areas for development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	135997
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	842981
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Greenfield Club
<b>Date of previous inspection</b>	31/05/2011
<b>Telephone number</b>	01454 777604

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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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