

Appledore Out of School Club

Kingsley Avenue, Appledore, Bideford, Devon, EX39 1PF

Inspection date	13/08/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	
	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

- The staff develop very positive relationships with children. This helps to motivate children to engage with others and take part in activities.
- Children are well-behaved because staff are good role models.
- Children are provided with a warm, welcoming and stimulating learning environment, in which they are happy, eager and motivated to learn. They benefit from a broad range of good quality resources that enhance their learning and development.
- Staff have very strong partnerships with parents and school staff, which ensures that children receive good support, consistency and continuity of care.

It is not yet outstanding because

- Staff do not enable children to help them prepare snacks. As a result, they do not take every opportunity to promote children's independence.

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 interactions between staff and the children.
- The inspector held meetings with the manager and chair of the committee.
- The inspector reviewed documentation, including policies, staff files and planning.
- The inspector took account of the views of parents spoken to during the day.
- The inspector took account of the views of children through their written feedback.

Inspector

Katherine Lamb

Full report

Information about the setting

Appledore Out of School Club registered in 1999. It is run by a voluntary committee. It is based in the grounds of Appledore County Primary School, in the village of Appledore, near Bideford in Devon. The setting has use of a classroom with adjacent toilet facilities and the outdoor playgrounds. Children attending the breakfast club and the after school club attend the primary school. The holiday playscheme is open to the wider community. The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 22 places are offered to children, aged from three years to under eight years, at any one time. There are currently 154 children on roll. The setting is open Monday to Friday. During term time, the breakfast club runs from 7.45am and the after school club runs until 5.45pm. The holiday playscheme operates Monday to Friday from 8.45am to 5.45pm. There are six members of staff employed to work with the children, all of whom have appropriate early years qualifications. The manager has Early Years Teacher Status.

What the setting needs to do to improve further

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

- strengthen opportunities for children to be involved in the preparation of their snacks, so that they learn to be more independent at mealtimes.

Inspection judgements

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

Staff provide a welcoming environment for all children who attend, both from the school where the club is situated and other local schools. There is a good balance of activities that allow children to choose whether they want to join in with physical activities, play imaginatively with friends or sit quietly and draw. This ensures that children remain interested and have fun through challenging play opportunities. The staff and manager have a good understanding of how to promote children's learning and development. As a result, they plan suitable activities that interest and challenge the children well. For example, children enjoyed making animal masks to act out an African story through dance and music. Staff know the children well. They balance the routines of the club with some time for more structured social interactions. For example, all children sat together for snack time, and staff enhanced their language and communication skills as they encouraged them to chat about their day. Children are becoming active learners as they freely move around, selecting what they want to play with. This helps them develop good levels of independence as they play and encourages their physical development. Children enjoy making up their own games. For example, they are interested in first aid as they have recently completed a mini course on this at the club. They used a range of toys to

set up a vet surgery and spent time pretending to treat sick teddies. They discovered, with the help of staff, how to use the different equipment. This input encourages children to develop their social skills and learn to work together as an effective team.

Staff find out about the children to ensure that they provide a service that meets their individual needs. They gather relevant information, on the registration forms, which includes details, such as children's families, favourite toys and activities, and what the children can do. This helps staff to establish children's interests. This information, along with initial observations made by staff, informs children's starting points for learning in the club. As a result, staff can provide for the children's individual needs from when they first start and, consequently, they settle quickly. For example, staff ensure that they have children's favourite board games available for them to play with alongside their friends. Parents are provided with good information about their children's achievements and enjoy verbal contact with staff daily. This communication promotes two-way parental involvement. The staff plan the environment well, both indoors and outdoors. Children engage in interesting and challenging experiences, deciding where to play and what to play with. There is a strong emphasis on child-led play and this is highly promoted through positive interaction from all staff working with children. Consequently, children are clearly helped to develop skills for their future learning.

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

Children have good relationships with staff in this warm, friendly setting. Children are comfortable within the setting and are fully at ease, because staff fully meet their individual, emotional needs. The staff work well with parents from the start, gathering information, including any specific needs and information about any allergies or cultural requirements. The relationships between the staff, the children and their parents are positive in ensuring good quality care for all children. Children feel secure and flourish in staff's care because they form emotional attachments. This gives children a strong base and the confidence, and self-esteem, to progress well. It also helps them with their transitions between the club and school. As a result, children are enthused, keen learners who contribute willingly in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning.

Children are very polite and manage their own behaviour well, because the behavioural rules are fully embedded in routines. Sensitive reminders from staff and positive reinforcement means children receive consistent messages. Children remind their friends to take turns during games or to share the toys without support from staff. Children build strong relationships with their friends. They work together well as they play together and learn the social skills, which they can use in school.

Children benefit from healthy snacks that meet their individual dietary requirements. Children serve themselves cut fruit, although staff do not take all opportunities to extend children's independence in their self-care skills further by involving them in the preparation

of snacks. For example, children are not involved with cutting up the fruit. Children follow good hygiene routines and regularly wash their hands to minimise the spread of infection. They enjoy spending time outside and on trips during school holidays. They visit the park and the beach, and enjoy taking part in sporting activities. As a result, they benefit from fresh air and physical activity to promote their good health.

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

The club is effectively led and managed, and well organised. Staff demonstrate a clear understanding of safeguarding issues and the procedures to follow in the event of any concerns. There are successful vetting and recruitment procedures that ensure all employed adults are suitable to work with children. Good systems are in place to keep children safe. For example, policies and procedures, risk assessments and documentation, underpin good practice. The premises are secure and visitors are required to sign the visitors' book to further safeguard the children. In addition, children are supervised well both indoors and outdoors. This ensures children learn in a safe environment without restricting their development. Risk assessments are completed on a daily basis and staff ensure that all areas of the provision are safe and secure at all times.

The manager and staff have a good understanding of the learning and development requirements relevant to their club. They liaise closely with the host school to ensure that they fully support children's continued learning. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents complete questionnaires, and children are encouraged to express their views through comment slips and peer meetings with the manager. As a result, they can make suggestions on how the staff can improve the club for them. This shows that staff are committed and passionate about providing the best possible care and learning for the children. The committee is also actively involved in the setting and meets twice a term with the manager, and the staff team, to reflect on practice and identify areas for improvement. This input enables the staff to prioritise improvements and ensure that children receive a high standard of care. All the actions and recommendations from the last inspection have been successfully addressed to enhance children's learning. Identification of priorities through self-evaluation, and implementing these, provides continued and systematic improvement to the quality of the club. Staff performance is monitored through regular meetings, supervisions and appraisals. Regular opportunities to develop staff knowledge and skills are offered through attending training courses. This means children benefit from continuity and consistency, and staff promote their well-being and learning effectively.

Partnerships with parents and carers are good. Staff have worked hard to build trusting relationships with parents who value the club and what it offers their children. Staff have developed good relationships with the host school staff, and share information around children's care and learning on a daily basis. This helps them to support all children's learning and development even further.

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

Unique reference number	106291
Local authority	Devon
Inspection number	816893
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	22
Number of children on roll	154
Name of provider	Appledore Out of School Club Committee
Date of previous inspection	14/03/2012
Telephone number	07811 024 032 or (01237) 474365

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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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