

# Stretton After School Club

Priory Centre, Church Road, Stretton, BURTON-ON-TRENT, Staffordshire, DE13 0HE

<b>Inspection date</b>	04/07/2014
Previous inspection date	18/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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 are safeguarded appropriately by staff, who follow clear and concise care practices which protect children from harm and keep them safe.
- Children contribute towards and participate in activities, which enables them to develop their independence and decision-making skills. The quality of teaching is satisfactory and staff follow children's interests when planning activities.
- Children and their families benefit from developing friendly relationships with staff which helps them to settle and develop their confidence in this relaxed and welcoming club.

### It is not yet good because

- Staff do not discuss the support they intend to offer each child with other practitioners, such as school teachers, in order to complement the learning children achieve at school.
- Managers do not have robust systems for supervising and monitoring staff, in order to support, coach and foster continuous improvement.
- Staff do not use self-evaluation and reflective practice effectively to identify areas for improvement. Furthermore, not all parents are aware of the different ways that they can share their views so that they feel able to contribute towards further improvements.

## 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 in the hall and observed children playing outdoors.
- The inspector held meetings with the manager of the provision.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with staff about the daily routines, children's individual learning and self-evaluation.  
The inspector looked at a selection of policies and procedures, which included
- safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Dianne Adams

## Full report

### Information about the setting

Stretton After School Club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Priory Centre, Stretton, Burton-on-Trent and is privately owned and managed. There is an enclosed area available for outdoor play. The club employs six members of childcare staff, including the provider who is also the manager. Of these, the provider holds an appropriate early years qualification at level 4, two staff hold a level 3 qualification, one holds a level 2 qualification and the deputy manager has a BA(Hons) degree in Childhood and Youth Studies. The club opens Monday to Friday, during school term-time. Sessions are from 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 28 children on roll, of whom four are in the early years age group.

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

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

- improve communications with other practitioners, such as school teachers, in order to fully support and complement the learning children achieve at school
- establish an effective system for the supervision of staff, which provides support and coaching, in order to improve their knowledge, understanding and practice.

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

- develop the use of self-evaluation and reflective practice to identify the club's strengths and weaknesses, to foster a culture of continuous improvement
- ensure all parents are informed of the different ways they can share their views, such as using the written survey form.

## Inspection judgements

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

Overall, staff are experienced at working with children and have a secure understanding of how to help children relax and initiate their own play. As a result, children are motivated, occupied and interested in the activities and experiences provided for them. Staff recognise that children have had a busy day at school and ensure children have the choice to be physically active by playing outdoors or by staying indoors where they can be

creative and play more quietly. Children are supported appropriately by staff to contribute to the club's planning by sharing their ideas and suggestions which are recorded in a diary. This ensures children enjoy activities which follow their individual interests. For example, children confidently inform visitors that they like coming to the club because they can play football outdoors and make bracelets indoors, which are their favourite things to do.

Parents provide staff with information about their children's lifestyles, interests and learning. This helps to build strong relationships and supports parents to get involved in their children's learning. Staff record this information, together with their own observations, in children's individual memory books and use the information to plan and assess children's individual stages of development. However, information is not discussed with school teachers about children's learning or where they might need support. This does not enable staff to establish a clear picture of each child's capabilities or to complement the learning children achieve at school.

Children enjoy being creative and developing their imagination. Some children sit quietly and use construction toys to make vehicles, such as cars. This supports their physical skills. Staff tune into their interests and use open-ended questions to encourage children to think and communicate their ideas. For example, children consider what else they need when building a car and decide they need some wheels. They decide to look around the environment to see what they can find. This supports children to make their own decisions and to explore the world around them. Other children concentrate well as they make bracelets with their friends or sit at tables to practise their handwriting in preparation for school. Activities are generally planned within themes, such as healthy eating. Some children benefit by sitting with staff to explore the importance of eating vegetables. Staff support children to link sounds and letters as they sound at the letters of vegetables, such as 't' for tomato. Children maintain their focus well as they draw pictures of vegetables and develop their literacy skills as they write the name of each vegetable to label it.

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

Children and their families receive a warm welcome into the club and settle with ease. Children have relaxed and easy relationships with staff and enjoy time to talk and play with their friends. Children behave well and understand the club's rules and boundaries, which are displayed as a reminder. Each child is designated a key person who takes on the responsibility for monitoring their progress and ensuring they settle comfortably into the routine. This supports children's emotional well-being.

Staff provide all children with the opportunity to access fresh air and be physically active throughout each session. This helps children understand the importance of physical exercise to their health and well-being. For example, children benefit from choosing to play in the outdoor environment and playing interactive games, such as football. Children are supported by staff to develop their self-care skills and confidently help themselves to healthy snacks and a drink throughout the session. Children are learning about keeping themselves safe and confidently follow clear procedures, such as the 'Walking bus'

between school and the club each day.

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

Managers and staff understand and fulfil almost all of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff demonstrate a sound knowledge and understanding of child protection procedures which includes the action to take if concerned about a child's welfare. Staff update their safeguarding knowledge through training which protects children from harm and keeps them safe. Safeguarding policies and procedures are updated regularly and shared with staff and parents. Children enjoy accessing a safe and secure indoor and outdoor environment which is supported by robust risk assessments. All adults working with children are appropriately vetted and evidence of the checks used to assess their suitability are available on file. This includes obtaining information about employment history, qualifications and completing disclosure and barring checks.

Staff demonstrate a sound knowledge of how children learn and use this to deliver an educational programme, which generally enables children to continue their learning and development. Some staff have been recruited recently, including the deputy, who manages the club in the provider's absence. Appropriate arrangements are in place to monitor staff performance. Staff benefit from an induction period, ongoing training programme, and annual appraisals. However, supervision is not sufficiently focused on supporting staff to reflect on their practice or develop the quality of teaching. As a result, some staff are less confident with regards to where children need support. This is also hindered by the lack of communication with school teachers and does not foster continuous improvement.

Staff have addressed some areas for improvement raised at the last inspection. For example, records are made available for inspection, children easily access resources, and most staff are using observation to assess children's learning. However, staff have not used self-evaluation since the last inspection to continually identify their achievements or ongoing areas for future development. As a result, staff and management do not have clear targets which will promote the continuous development of the club and further improvement is needed with regards to sharing information with other practitioners, such as school teachers.

Parents are encouraged to work in partnership with staff and to get involved in their children's care and learning. Overall, parents spoken to at the time of the inspection talk positively about the staff. Some parents have noticed how their children have grown in confidence which they feel is supported by children of different ages playing together. Overall, parents feel they benefit from daily discussions. Some parents use a written survey form to share their views, although not all parents are aware of this facility.

### **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>	EY387249
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	821708
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Helen Louise Eaton
<b>Date of previous inspection</b>	18/06/2009
<b>Telephone number</b>	01283 544 845

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

