

Roydon Acorns After School Club

Roydon Primary School, Epping Road, Roydon, HARLOW, Essex, CM19 5HN

Inspection date

Previous inspection date

11/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children participate in a wide variety of interesting and stimulating activities. As a result, they enjoy coming to the club and are motivated to take part in new opportunities appropriate to their individual needs.
- Children form secure emotional attachments and feel very welcome within the club because staff are experienced and support them well.
- Staff demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety and well-being are promoted with effective implementation of detailed policies and procedures.
- The staff have exceptional links with other early years providers and very effective partnerships with the parents. Daily feedback is shared between all significant people in the children's lives, ensuring continuity and cohesion.

It is not yet outstanding because

- On occasion, opportunities for children to expand their independence and personal skills are not always fostered.

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 main hall and outside.
- The inspector spoke with and discussed practice with the two managers.
- The inspector spoke to staff and children throughout the inspection.
- The inspector examined a selection of documentation including evidence of the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.

Inspector

Susan Parker

Full report

Information about the setting

Roydon Acorns After School Club was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the library and main hall of Roydon Primary School in Roydon, Essex. It is privately owned and managed. The club employs four members of staff, of whom three hold appropriate qualifications at level 3 and one at level 2. The club opens Monday to Friday during the school term times. Sessions run from 3.15pm until 5.30pm. There are currently 28 children on roll, six of whom are in the early years age range. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- provide further opportunities for children to practise their personal independence skills, for example, preparing their own snack and pouring their own drinks.

Inspection judgements

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

The staff display a good understanding of the Early Years Foundation Stage. They use effective teaching methods to complement the learning that children receive in other settings for the main part of their day. Staff have very close links with the teachers and other settings that children attend. This enables them to have a clear view of each child's level of development. Staff then plan and provide varied activities and experiences to enhance their learning and development. A wide selection of activities is provided for children to choose from. For example, art and craft, dressing up and role play promote children's growing creativity, literacy skills and imagination. Group games, circle time and stories support children's speaking and listening skills and their confidence as they participate in a large group activity with a wide selection of ages of children. Toddlers and children are supported in cultivating their personal, social and emotional and development as they are mostly encouraged to do things for themselves. Staff intervene in a timely way if children ask for help. For example, staff help children to cut out the doll shape and then use this knowledge to adapt the activity in the future so that children can independently cut out shapes on their own.

Both managers are also registered childminders and early years professionals. The children who attend the after school club also either attend the host school, village pre-school or are cared for in the childminders' homes. This means that the managers are also key persons for some children in other settings and know their characters very well. The close relationship with the teachers in the host school also ensures that children receive consistency in their learning and development. Staff deliver a selection of opportunities,

which promote and expand children's skills across all of the prime and specific areas of learning. Children explore their physical skills with games and activities indoors and outside. Their communication and language skills are very good. Children's confidence and self-esteem is promoted as they proudly show off their models and creations and receive praise from staff for their achievements. Adult-led activities are planned around themes and topics, often linked with the school theme. For the babies and toddlers who attend as an extension to their family day care arrangements, the daily visits to the school and meeting older children and teachers, enables them to be exceptionally confident and well-prepared for school.

The managers and staff invite parents to be involved in their children's learning and this promotes good partnerships. Staff gather a good range of information from parents, which enables them to have a detailed knowledge of the children's levels of development and their likes and dislikes before they start. These support children in settling quickly and enjoying their time at the club. The activities provided effectively complement those offered in the classroom, pre-school and with childminders. Parent's comments are very complimentary about the club and the information they receive about their children.

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

Children's emotional well-being is successfully promoted. They display good levels of personal, social and emotional skills. Their growing independence shows as they choose their own activities and resources. Children display close attachments and secure bonds with staff and other children. Their individual needs, likes and dislikes are known by staff and every effort is made to successfully accommodate the needs of babies and toddlers alongside school age children. Many of the children are already well known by the staff and new children are welcomed into the club for short visits, whole sessions and on a regular basis. Children easily become familiar with the setting because most of the children attend the village school and/or other early years settings in the village, and are familiar with the staff. Transitions on to school are equally effective because of the exceptional links.

Children of all ages show they fully understand and comply with safety and behaviour boundaries. For example, at the beginning of the sessions children wait in their classrooms until they are collected by staff. Toddlers know that they must not leave the large hall and wait patiently for a member of staff to accompany them to the toilet across the corridor. Every early years child has a key person within the club who knows them well and cares for their needs. This ensures that the toddlers and younger children participate equally in all activities alongside their older peers and siblings. They regularly enjoy physical games and activities indoors and outside. Children are learning about leading a healthy lifestyle, including food, fresh air and the effects that exercise has on their bodies. They are independent in their self-help skills and are mostly encouraged to do things for themselves. During snack time children routinely wash their hands and choose from a selection of fresh fruit. However, children's independence is not promoted to the maximum as they do not always have the opportunity to cut the fruit and prepare their own snacks or pour their own drinks.

Effective partnerships between the staff and parents begin during initial visits to the club. Parents share detailed information about their children. This enables key persons to obtain an accurate knowledge of the individual children. Additionally, class teachers complete an assessment of the children's development and learning linked to the seven areas of learning. This enables the club staff to have a precise starting point from which to assess the children's progress. Transitions into the club are supported by close partnerships between all adults involved in the children's lives. Short visits are specifically tailored and gradually built up until children are comfortable and secure. This gradual move enables children to settle at their own pace.

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

The managers and staff effectively meet the safeguarding and welfare requirements. They display a good understanding of how to protect the children in their care. All areas used by children are risk assessed daily and any hazards are minimised. Staff have completed safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. In addition, the managers carry out robust recruitment and induction procedures to ensure that staff are suitable to work with children. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded. Both managers have a secure knowledge and understanding of how to deploy staff to ensure the safety and welfare of the children. They take into account the types of activity and the different ages and needs of the children who attend.

Self-evaluation takes place with input from the children, parents, staff and teachers within the host school. This highlights the setting's strengths and supports the planning of further improvements. The managers work closely with the parents and the host school, which ensures continuity of care and effective information sharing. As a result, the club appropriately complements the learning that children receive in school. Information is shared between all key persons and this promotes a consistent approach in children's learning. Parents spoken to on the day of the inspection are very complimentary. They feel that the managers successfully meet the needs of children attending different settings within this village. They say that the managers and the school work together well to provide supplementary play and learning experiences for children. Parents feel that the introduction of the after school club has benefited working families and they say the children really enjoy their time there.

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	EY475641
Local authority	Essex
Inspection number	957144
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	28
Name of provider	Mrs Sarah Eve Shipton and Miss Annalei Jane Smith Partnership
Date of previous inspection	not applicable
Telephone number	01279 792605

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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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