

Ashdene After School Club

Ashdene Primary School, Thoresway Road, Wilmslow, SK9 6LJ

Inspection date

17/09/2014

Previous inspection date

17/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 club's social and recreational ethos is promoted well through a balance of child-initiated and adult-led activities, which are stimulating and challenging.
- The key-person system helps children to form secure emotional attachments with staff who support their play appropriately.
- Staff work in close partnership with local schools to complement children's learning. As a result, the educational programme is well planned by knowledgeable staff.
- Arrangements for safeguarding children are firmly embedded. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the club.
- Systems for self-evaluation are in place. Areas for development are regularly reviewed and prioritised to continually improve children's care, learning and play.

It is not yet outstanding because

- Information to help inform children's starting points is not obtained from parents. This does not enable staff to sharply focus their planning from the onset of care.

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 looked at the premises in relation to health and safety.
- Children's activities were jointly observed and discussed with the club's deputy manager and manager, in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments, and other relevant documentation.
- The inspector checked staff's suitability, qualifications and discussed issues arising from the club's self-evaluation and action plans.
- The inspector took account of the views of a parent and children spoken to on the day of the inspection.

Inspector

Janet Weston

Full report

Information about the setting

Ashdene After School Club registered in 1999. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is owned by Network Nurseries. It operates from the school dining room and hall within Ashdene Primary School on the outskirts of Wilmslow in Cheshire. The younger children have access to an early years classroom, its equipment and outdoor play area. Children can also use the playing fields and playground to the rear of the school. The club is open from 3.20pm until 6.30pm, Monday to Friday, term time only. Children attend for a variety of sessions. Currently, there are a total of 59 children on roll, of whom 10 are within the early years age range. There are currently seven staff working directly with the children, four of whom have an appropriate early years qualification. Two of the staff have the appropriate qualification at level 2, one at level 3 and one with Qualified Teacher Status. The setting receives support from the local authority. It has established links with local schools.

What the setting needs to do to improve further

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

- develop the existing club registration systems to include information from parents about children's prior skills, knowledge and interests, to enable staff to sharply focus their planning from children's entry to the club.

Inspection judgements

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

The quality of teaching is good because the staff work hard together to ensure children have a broad range of learning opportunities. This supports children to make good progress in all areas of their learning and development. Staff have a good knowledge and understanding of the seven areas of learning. Consequently, this enables them to observe and effectively assess and monitor children's progress over time. Staff settle children in well from the start. They carry out observations of children and exchange information about children's well-being and development each day with the school teaching staff. This helps to support children consistently, as they progress onto the next steps in their learning. Staff warmly welcome children on arrival and encourage them to discuss their school day and news. They ask questions about what children would like to do and encourage them to make suggestions. This promotes children's communication and language skills effectively.

Staff make every effort to complement, reinforce and extend children's learning at school. They do this through finding out about school themes and topics, and using this information to plan and provide a range of activities, for example, cultural celebrations, which encourage children to respect one another's individuality. Younger children make

marks using a variety of resources such as, paints and brushes, pencils and crayons. This leads to them developing early writing skills. Staff extend this through helping them to form recognisable letters, which leads to the oldest children writing their names.

Staff work hard to ensure they include parents in their children's learning. Parents are kept well informed about activities planned for the children, through information on the parents' notice board, emails and newsletters. Staff encourage parents to share information about their children's learning and development. They do this through the use of an 'experience and opportunities form' and through talking to their child's key-person on a regular basis. However, information to help inform children's starting points is not obtained from parents. This does not enable staff to sharply focus their planning as soon as children begin at the club.

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

Staff provide effective links between the school and parents. This helps to support children's well-being, needs and development consistently. Children form good bonds with the staff and each other as they play and talk together. A key-person system is in place so that children and parents have a designated member of staff who supports them. Parents describe how friendly the staff team is. Parents comment 'thank you so much for all your care and attention to all the children'. Some information about children's individual needs is collated by use of the registration form. This helps staff to meet children's care needs such as, being aware of any allergies children have.

Staff provide children with clear messages and expectations of behaviour, and promote positive attitudes and behaviour calmly and consistently. Children are supported well as staff help them learn how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn when playing games. Staff provide a welcoming environment in which children move around freely and confidently, choosing activities for themselves. This helps to promote children's independent play and exploration well. Children learn about good hygiene routines, as they are reminded to wash their hands before eating and after using the toilet. Staff help children to learn self-care skills by showing them how to look after their personal belongings. This supports children's growing independence as they do things for themselves. Children cuddle up warmly to staff when relaxing and seek out their friends, with whom they giggle and laugh throughout their play. This demonstrates children's sense of well-being and enjoyment.

Children are cared for in a safe, spacious and secure environment, which staff check each day to ensure any potential hazards are removed. They help children to learn about keeping safe through practising the emergency evacuation procedures. Staff demonstrate they are fully aware of how to safeguard children. All core staff have certificates in paediatric first aid and safeguarding. Staff promote children's health well. The outdoor environment, which includes a conservatory area, is well resourced with a wide range of good quality equipment and activities. For example, large construction and heuristic materials promote children's physical development and coordination. Water is always available and children enjoy a sociable snack time, when they choose from a choice of healthy foods such as, bread, butter, fruit and a juice drink.

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

Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Recruitment procedures are robust and all staff undergo checks to ensure they are safe and suitable to work with children. New staff benefit from an induction, which ensures they are quickly aware of the routines, policies and procedures. Regular supervision meetings and annual appraisals are held with the manager to discuss staff's strengths and weaknesses in practice, and to identify any training needs. This means that their ongoing suitability is closely monitored.

Management implement effective systems to evaluate the impact of staff practice on children's well-being and learning. Feedback is sought from parents through the comments they provide in questionnaires. Children also feedback their likes and dislikes verbally, or through writing comments which staff use to evaluate practice, and formulate activities. This demonstrates that the manager and staff are able to continuously improve the care and learning for the children. Management complete a self-evaluation form to show the strengths of the club and how they promote the Early Years Foundation Stage effectively. This also includes areas for improvement such as, having all staff first-aid trained, and seeking parental views through a new questionnaire. Observation and assessment processes result in the good monitoring of children's overall progress in their learning and development. The manager works very closely with staff. She reviews the tracking sheets that staff complete for their key children, which helps them to identify if there are any delays or gaps in children's development that need to be addressed such as, speech or hearing difficulties that require additional support.

Staff establish successful partnerships with parents who they provide with clear information about all aspects of the provision. Staff keep parents informed through face-to-face communication each day, displays and information leaflets sent home. Parents comment on how much they appreciate the service the club provides. Strong partnership working with staff at the school and other education and health professionals ensure that children's needs are fully identified and met.

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	304958
Local authority	Cheshire East
Inspection number	864799
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	59
Name of provider	Network Nurseries Limited
Date of previous inspection	17/06/2009
Telephone number	07855 212890

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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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