

ChildzOwn After School Club

St. Annes Catholic Primary School, Pinkerton Road, BASINGSTOKE, Hampshire, RG22 6RE

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|--------------------------|------------|
| Inspection date | 22/09/2014 |
| Previous inspection date | 26/03/2014 |

| 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

- Children settle well on arrival at the club as staff welcome them warmly.
- Staff provide a broad range of activities which children enjoy.
- Children of all ages play well together and, as a result, develop positive social skills and good behaviour.
- Effective partnerships with the school, parents and carers promote a consistent approach to supporting children's care and learning needs.

It is not yet outstanding because

- Staff encourage children to make choices in their play but do not consistently promote their independence at other times.

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 club and the outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector viewed a range of documents, policies and paperwork.
- The inspector discussed the provider's self-evaluation records.

Inspector

Alison Southard

Full report

Information about the setting

ChildzOwn Breakfast and After School Club originally registered in 2009, and re-registered in 2014 when the breakfast club session was added. It operates from St. Anne's School in South Ham, Basingstoke. The club is privately owned and managed. The children have the use of a classroom, the hall and the outside areas of the school. The club is open to children who attend the school, nearby St Mark's School and to children from the local community. The club is open each day from 7.45am until 8.45 am and 3.15pm until 5.45 pm, term time only. There are currently 25 children on roll, of these seven children are in the early years age range. There are three members of staff, including the manager, all of whom hold relevant early years qualifications. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop independence in their self-care skills, for example by allowing them to pour their own drinks and prepare their own snacks.

Inspection judgements

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

Staff provide a good programme of activities that complements children's learning in school. They hold meetings with teachers in the reception class on a regular basis to discuss children's interests and progress, and to share any other relevant information. Staff implement the key person system well and keep useful records of children's achievements. They make observations of children as they play. This allows staff to plan interesting activities which reflect children's individual interests and needs effectively. Staff encourage parents to visit the club before their children begin to complete information sheets about their children's preferences and home experiences. Staff maintain positive relationships with parents by regularly sharing information about children's achievements and the events of the day.

Staff provide children with a good balance of free play and adult supported activities. For example, children are able to choose the toys they want to play with. They use these well to establish their own games. Equipment such as skipping ropes, bats and balls encourages children to engage in physical play in the outside area. Children also use ribbons to dance and make large movements as they swirl them in the air. On occasions, staff take children on supervised visits to the school playground area to experience greater challenge as they explore climbing frames, slides and other equipment. Popular

activities, such as role playing shops and taking dolls for a walk in buggies, help children to re-enacted real life situations and to use their imagination. Staff effectively promote children's independence during their play by encouraging them to made choices and decisions. However, they do not consistently provide such good opportunities at other times. For instance, they do not generally involve children in preparing their own snacks, or pouring their own drinks. This does not fully support children to develop independent self-care skills.

Staff interact very well with children and recognise when to offer individual support or attention. They make time to sit and play, successfully extending children's enjoyment and understanding. For example, during board games they help children to learn to take turns. Children enjoy drawing and writing. They show their creatively and resourcefulness as they create money for the till and produce shopping lists. Staff talk to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and, when necessary, are able to follow instructions well. Throughout the club children are engaged, busy and make good use of their learning environment.

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

Children arrive confidently and demonstrate a good understanding of the daily routines as they put their bags away and register themselves on the board. Staff welcome them warmly and children quickly settle on their own choice of activity. Children of all ages play very cooperatively together, sharing resources and ideas. Older children are good role models and encourage the younger children to join in their play. Children show a strong sense of belonging as they greet their friends and make a point of saying goodbye as they leave the club. Staff have clear expectations of children's behaviour and discuss ground rules with them regularly. As a result, children's behaviour is extremely good. Staff support children to learn to consider their own safety. For example, they hold regular evacuation drills so that children learn about what to do in an emergency.

Staff are have a good awareness of children's individual dietary needs. They offer a variety of healthy foods before and after school and teach them about healthy living. For example, staff discuss the benefits of eating the different fruit on offer. Children enjoy relaxed meal times where they talk confidently with staff about the events of the day. Staff further help children to adopt healthy lifestyles through regular opportunities to enjoy active outside play. Staff promote hygiene well at all times. For example, they encourage children to wash their hands before eating and after toileting. The staff offer a safe, stimulating environment for children's play. The toys, resources and play spaces are clean and suitable.

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

The manager and staff follow effective systems to safeguard children and promote their welfare. Staff have attended relevant safeguarding training and understand the appropriate procedures to follow should the need arise. All staff complete vetting checks to determine their suitability to work with children. They undertake daily safety checks and regular risk assessments relating to the premises, equipment and activities. However, due to a misunderstanding the manager failed to notify Ofsted that a breakfast club is being run as part of the registration. The provider has taken positive steps to rectify this and careful consideration has been given to running the breakfast club. As a result, Ofsted will be taking no further action.

The manager demonstrates a strong capacity to drive improvement having made several changes since the last inspection. Staff welcome the ideas of children and parents, both formally and informally. For example, parent and child surveys are sent out to regularly gain their views and opinions. The manager supports the staff through regular supervision meetings and works with them to identify any training needs. As a result staff feel well supported. This promotes continuous improvement for the club and also improves outcomes for children.

Strong partnership working with the school enables staff to plan around the individual needs of children. Staff provide parents with a variety of information including a brochure, policies and procedures. They also make time to chat with them when they collect their children. This promotes a good three-way flow of information between the parents, the club and the school to support consistency of care for children. Parents spoken to at the inspection stated that they are happy with the service and that their children are happy too. They report that there is always a good choice of different activities available for children, which they enjoy. Parents also feedback that they find the staff very approachable and the information they provide very helpful.

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

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| Unique reference number | EY397202 |
| Local authority | Hampshire |
| Inspection number | 975592 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 34 |
| Number of children on roll | 25 |
| Name of provider | Joanne Sally Bennett |
| Date of previous inspection | 26/03/2014 |
| Telephone number | 01256464165 |

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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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