

Radbrook After School Club

Radbrook Primary School, Bank Farm Road, Shrewsbury, Shropshire, SY3 6DU

Inspection date	25/09/2014
Previous inspection date	27/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff provide a very warm welcome for children and a good range of recreational activities. As a result, children are happy and enjoy their time at the club.
- Staff work in very close partnership with key people at the local school to complement children's learning. As a result, the educational programme is well planned by skilled and 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, including e-safety.
- Working in partnership with parents is an integral part of the provision. As a result, children's individual needs are quickly identified and met highly effectively.

It is not yet outstanding because

- The existing self-evaluation procedure does not lead to a documented improvement plan, which is regularly reviewed and prioritised, to continually improve children's care, learning and play.

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 manager, in relation to teaching and learning.
- The inspector looked at children's records of achievement, observations and assessments, in addition to other relevant documentation.
- The inspector checked staff's suitability and qualifications and discussed the club's self-evaluation plan.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Janet Weston

Full report

Information about the setting

Radbrook After School Club registered in 2003. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is privately owned. It operates from two classrooms and the main hall within Radbrook County Primary School, on the outskirts of Shrewsbury in Shropshire. The club serves the children from the host school. There is an enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The club is open Monday to Friday, 3.15pm until 6pm, term time only. Children attend for a variety of sessions. There are 30 children on roll and, of these, five are in the early years age group.

What the setting needs to do to improve further

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

- use the already effective self-evaluation process to focus more precisely on the formulation of regular improvement plans, so that areas requiring development are fully supported over a sustained period of time.

Inspection judgements

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

Staff work together to ensure children have a broad range of activities to choose freely from, as well as some organised activities linked to changing topics. These support children's interests, ideas and developmental stage. Therefore, children arrive excited and enjoy their time at the club. Staff have a very 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. The assessment and tracking processes of the children are robust enough to enable each child's key person to identify any gaps in children's learning. This enables staff to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Staff 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 on to the next steps in their learning. Children confidently explore the indoor and outdoor environments and are well supported by enthusiastic and friendly staff. They support children's learning well, by talking to them as they play and joining in where appropriate. For example, children busily decorate biscuits while staff discuss the shapes they are making and the colours they are mixing. Staff also teach the children the importance of sharing and taking turns. For example, children have to wait for their peers to finish using the icing tube, before they can continue. Staff praise the children for their efforts, which develops their self-esteem well.

Staff support children's communication and language skills throughout the session by talking to them and encouraging them to join in their conversations. Teaching is good, as staff ask children appropriately challenging questions to make them think, problem solve and extend their vocabulary. Staff encourage children to talk about their school day and news. They ask questions about what children would like to do and encourage them to make suggestions. This demonstrates that staff value and act upon the views of the children. Children learn new words and become confident in talking in small groups through discussions during activities. Children's imagination and physical development are expanded though taking part in a street dance demonstration, which provides an opportunity for children's knowledge of the world around them to be developed. Children also take part in a parachute game in the main hall, which initially involves moving the parachute to reposition a ball. Staff encourage children to identify colours, height and speed. This is then further developed into a creative game of dodge ball. Children giggle, squeal and delight in involving themselves in the activity along with their friends. Children are able to benefit from the extensive outdoor space, which provides opportunities for them to develop their balancing and ball skills.

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 and through regular newsletters. Staff encourage parents to share information about their children's learning and development, by looking at their learning journey records and talking to their key persons on a regular basis. Parents, spoken with during the inspection, confirmed they received regular information about what their children is doing. Parents felt informed and liked the daily discussion at collection. Parents comment they are 'very happy with the service'.

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

The needs of the children who attend the setting are well catered for. Staff recognise that the children have had a busy day in school, allowing them to unwind when they first arrive, by having snack time. The children have a good relationship with the staff. Children are supported to develop independence, self-care skills and table manners. They are reminded to undertake appropriate hygiene practices, such as washing their hands before snacks. The indoor and outdoor space is used for a range of energetic activities. Therefore, children are developing an understanding of the importance of a balanced diet and exercise as part of a healthy lifestyle.

Staff are deployed effectively across the after school club. As a result, staff know the children in their care well. They understand their needs and interests and offer appropriate support as children become ready to move on in their learning. 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 demonstrate they are fully aware of how to safeguard children. All core staff have certificates in paediatric first aid and safeguarding. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during transition periods. For example, many of the staff also work at the previous setting

the children attended and this provides a continuity of care for the children. Parents comment 'the staff really know my child well' and children say 'I love it here, I love the bug hunting'.

Children are cared for in a safe and secure environment, which staff check each day to ensure any potential hazards are removed. They help children to learn about keeping safe through safe play rules and practising the emergency evacuation procedures. Staff promote children's health well. Children enjoy a sociable snack time when they choose from a choice of healthy foods, such as sandwiches and fresh fruit or eat their own snacks. This helps to keep children nourished during their time at the club. Drinking water is available for children at all times. Staff are good role models for children, frequently offering praise and reminding children to use good manners, such as saying thank you and please when enjoying the foods available during snack. Staff are consistent in their approach and, therefore, children's behaviour is good. Staff help children think about other people's feelings and they learn to negotiate and cooperate with their peers.

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

The owner and deputy manager have proved themselves to be strong and dynamic leaders, who have successfully motivated and developed staff, improving practice and driving up standards. The after school club received one visit from the local authority since the last inspection and one visit from Ofsted. They have worked in partnership with these bodies to successfully address all the issues raised at their last inspection. The manager now securely holds all required records on the premises, which include staff files, containing qualification and training certificates. The manager has also ensured that staff files contain Disclosure and Barring Service checks for all members of staff. Changes have been made to ensure that staff are accurately assessing each child and providing appropriate activities to help them make the best possible progress. The manager has a designated member of staff who now oversees the delivery of the educational programmes and monitoring of each child's development. Any gaps in provision are promptly identified and swiftly remedied. As a result, all children are making good progress. The manager has extended the space available for the children, to include another classroom and main hall, with suitable alternatives available on the rare occasion the school require the space. The manager has introduced a comprehensive self-evaluation process to evaluate the quality of the practice, which shows the strengths of the club, and how they promote the Early Years Foundation Stage effectively. However, the self-evaluation is not yet used to fully update the improvement plan.

Staff have a clear understanding of the risk assessments for the building and grounds. They are aware of additional risks posed by working in a building shared with a school and take any necessary precautions. For example, they ensure the booking system, which records the location of all children, is robustly completed and allows for children to make independent decisions about their choice of activities. Consequently, staff know where children are at all times.

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 they understand their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. New staff undergo a thorough induction programme, which ensures they are quickly aware of the routines, policies and procedures. Required policies and procedures are in place to help with the safe and smooth management of the club. Ongoing annual appraisals and intermediate supervision meetings and team meetings are undertaken with staff by the manager. These are used to identify training requirements, as well as ongoing suitability. The manager observes staff's interactions with children when she is present and these inform the regular supervision meetings.

Partnerships with other settings, teachers, parents and carers are strong. Parents are delighted with the service provided by the club and find the staff approachable and friendly. They have access to information about how the club operates through the policies, newsletters and the notice boards. Feedback is sought from parents through daily discussions and questionnaires. Children also feedback their likes and dislikes through the request activities/themes sheet, which staff use to evaluate practice, and formulate activities.

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	EY273018
Local authority	Shropshire
Inspection number	968999
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	30
Name of provider	Karen Julie Otter
Date of previous inspection	27/03/2014
Telephone number	01743 243067

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

