

Christchurch After School Club

Christ Church C of E VC Infant School, Christchurch Avenue, Downend, BRISTOL, BS16 5TG

Inspection date	30/09/2014
Previous inspection date	29/11/2011

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

- Staff teach children good communication and social skills. This helps them to settle in quickly, build warm relationships with adults and make friends .
- Staff encourage children to get involved in choosing activities. This means that children are interested and well occupied. As a result, the atmosphere is calm and children behave well.
- Staff promote children's independence through daily routines, helping them to manage their own self-care and do things for themselves.
- Staff have their own key responsibilities for specific groups of children, therefore, children enjoy dedicated time with their special person. This helps them to feel safe and secure and gives them a sense of belonging at the club.

It is not yet outstanding because

- Staff do not make the most of ways to engage parents highly successfully in two-way communication so that staff know about children's changing interests and parents are involved in learning at home.

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 areas used by the club and outside area.
- The inspector looked at documentation, including a sample of children's records, planning, safeguarding procedures and staff suitability records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.
- The inspector held a meeting with the manager.
- The inspector invited the manager to carry out a joint observation.

Inspector

Dominique Bird

Full report

Information about the setting

Christchurch After School Club is managed by a company. It registered in 2011 and operates from Christchurch C of E VC Infant School, Downend, South Gloucestershire. Children have access to an enclosed outdoor play area. The club is open each weekday during term time from 7.30am until 9am and from 3.15pm to 5.45pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 12 children in the early years age group on roll. The club employs a manager and another eight staff to work with children. The manager is suitably qualified and most staff hold appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- extend ways of gathering information from parents about their children's changing interests as they grow and develop, so that all parents are thoroughly engaged in their children's learning.

Inspection judgements

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

Staff arrive early to organise resources and prepare the classrooms before collecting children from their school classroom. This is so that the snack bar, activities and the rooms are available, ready and welcoming for children when they arrive. Staff provide children with a range of inside and outdoor activities that effectively support their learning in all areas. Children independently organise their own snack, taking turns with others. They are encouraged to make choices from a range of foods for example, fruit, cheese and bread. This helps to promote their independence as they learn to do things for themselves. Sitting at the snack table, children enjoy talking to the staff and their older friends about their day at school. When children finish their snack they help to clear away their dirty plates and clear the tables which teaches them to take responsibility.

Children select from the range of resources in both rooms, which are set up and stored so they can see what is on offer. Staff encourage children to make free choices about what they would like to do. Children engage in a painting activity using brushes and a variety of coloured paint, which staff plan for, as they know it is a popular activity that many children enjoy. Children work well together and discuss their ideas with one another and staff. Children pay close attention to what they are doing; they concentrate well and are deeply engaged in the activity. They link their paintings to things they have been learning about in school for example, as they were painting castles they talk about a recent school trip to a castle. This activity helps children make links and transfer their knowledge learnt

at school in to their play at the club. Staff are interested in what children are doing at school and home. Staff ask questions about the children's ideas to help them think deeply and speak with class teachers to get information about current school topics. Overall, staff encourage children to get involved in planning activities and share their interests. They effectively involve parents in sharing information about their children's interests and stage of development when they first start at the club. However, this does not continue throughout their time at the club. This means that strategies used to engage all parents are not highly successful in gathering ongoing information about children's ever changing interests.

Children display good levels of involvement in their play and have access to a good range of toys and equipment to support their learning and play. Outdoors, children enjoy craft activities at the table and playing football. They practise their physical skills using climbing equipment and learn to balance as they walk over logs. They fully engage and concentrate on what they are doing. Children spend time collecting conkers from underneath a tree. This activity gives children the opportunity to develop their mathematical skills outdoors. For example, children kept count of how many conkers they had found. Staff understand how young children learn and develop, and use their observations and play books to plan and tailor the environment to reflect children's interests.

Children enjoy imaginative play. For example, children were playing in the home area in small groups pretending to cook and represent real experiences in to their play. This extended their learning because children had good opportunities to learn about playing cooperatively and taking turns in conversations with their friends. As a result, they are enhancing their language and communication skills and social relationships with others.

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

Children are happy and secure, and have good relationships with special staff and their friends. When children start at the club they are allocated a member of staff; this adult spends special time with children and pays close attention to their development and well-being. As a result, staff get to know children well and they work together to ensure they meet the children's needs so they settle well and have a sense of belonging at the club. Staff are warm towards children and this creates a friendly environment for them. Parents comment that their children are so happy in the club that they sometimes do not want to leave. This demonstrates that children feel safe and secure. Staff have good processes in place for new children which helps them to settle in gradually, relax and feel confident. For example, they visit with their parents and have time to play so that it is a familiar place for them by the time they start. Staff pay particular attention to new children so that they can feel confident to follow the routine and feel part of the group for example, staff talked new children through the snack bar rules so that they knew what they had to do.

Children behave well because they are engaged and busy doing activities that interest them. Children understand the behaviour rules. For example, when children were playing outside they knew they must not go around the corner out of sight without adult supervision. This helps the children to develop positive behavioural skills. Children walk

from their classrooms to the club holding hands and stay close in a group. This helps children to learn about safety. It also helps staff to keep the children together and supervise them. Staff further promote children's safety by completing risk assessments to help identify and minimise potential hazards. Children enjoy taking small but safe risks, such as when playing on climbing equipment and they are climbing ladders. This helps them to develop a good understanding of safe practices.

Staff promote children's health well. Children have regular opportunities to play outdoors. They benefit from fresh air and have the freedom to move around on a large scale to let off steam and run around after a busy day at school. Children demonstrate good hygiene procedures when they prepare food and eat their snack, for example, children wash their hands before they eat. Staff have attended food hygiene training to promote this effectively. Children's independent skills develop through everyday routines, such as pouring their drinks when they are thirsty.

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

Staff have a good understanding of their roles and responsibilities to protect children from harm and safeguard their welfare. All staff complete regular and ongoing child protection training to keep their knowledge up to date. Management maintain comprehensive policies and procedures, which they share with all staff during their induction. Policies and procedures are available to parents when they start and some key policies are displayed for them on the parents' board. Robust recruitment and vetting procedures are in place to help ensure that all staff working with children are suitable. Appraisals and staff meetings help to ensure staff have appropriate training and support for their role.

The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. Senior management monitors the delivery of the educational programme well, which ensures that all children make good progress in their development. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy the activities or have a rest. Through planning, staff include a range of activities and experiences that cover all areas of learning, are fun and offer children choice linked to their interests. This enables children to sit quietly and read a book or relax if they feel tired.

Self-evaluation works well. Management uses an evaluation tool, which they monitor, review and update at staff meetings. Regular local authority external audits also support them in identifying their key strengths and areas to work on. For example, the club has focused on the environment, particularly displays, and made positive changes to make them more purposeful for children. Staff monitor the activities and children's interests at the end of each day to gauge children's learning experiences and responses. This means the club has a good awareness of what they do well, and areas to focus on to promote continuous development.

Overall, partnership with parents and the school that all of the children attend is good. Although there are positive partnerships with parents and they have systems in place to seek parents' views on the provision, this is not on an ongoing basis and does not include highly effective modern communication. This means that communicating regularly with all parents about their children's changing interests is not highly successful, especially in situations, such as when staff are unable to talk to parents at the end of a busy day. Parents comment positively on the 'familiar and friendly' staff team. They state that 'staff have just the right approach after a day at school'. Others says children have 'a brilliant time and activities on offer engage children well'.

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	EY422551
Local authority	South Gloucestershire
Inspection number	845298
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	28
Number of children on roll	12
Name of provider	Oldbury Court Out of School Clubs
Date of previous inspection	29/11/2011
Telephone number	01454866562

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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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