

# More Grace After School Club

Crown Centre, Crest Avenue, BASILDON, Essex, SS13 2EF

<b>Inspection date</b>	26/09/2014
Previous inspection date	01/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children feel at home and settled when attending the club. They are safe and well cared for because staff understand child protection matters and can respond to any concerns promptly.
- Staff are enthusiastic and enjoy spending time with the children, helping them to make progress in their overall learning and development. Activities are based on children's ideas and interests and provide children with the skills they require for future learning.
- Children enjoy freshly-prepared, nutritious and balanced meals, and benefit from plenty of fresh air and exercise, promoting their good health and physical development.

### It is not yet good because

- The partnership with parents requires improvement as information for parents is not always readily available, so they do not consistently have access to the information about how the setting operates, or information about the Early Years Foundation Stage.
- Systems for the supervision of staff are not yet embedded. Therefore, staff are not fully supported in their professional effectiveness and development.
- The ambiance of the play environment requires improvement to make it more welcoming for children, for example, by providing resources for children to make cosy dens, to relax quietly or to develop imaginative play.
- Self-evaluation has not been a priority, so the identification of improvements needed is sporadic. Some areas of weakness have not been addressed.

## 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 interacted with children in the playrooms and in the outside area, and viewed the premises and equipment used by children.
- The inspector held discussions with the manager and other staff members.  
The inspector viewed a sample of documentation including evidence of staff checks, risk assessments, some policies, children's registration details and their development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Sarah Williams

## Full report

### Information about the setting

More Grace After School Club opened in 2008. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from one main hall within a community centre. It is situated within walking distance of schools, shops and local amenities in Basildon, Essex. All children share access to an enclosed outdoor play area. The club opens five days a week during school term times. Session times are from 3pm to 6pm Monday to Friday. There are currently 33 children on roll, four of whom are within the early years age range. The club employs five staff. Of these, three hold appropriate early years qualifications at level 3 and two are training towards level 2.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make available to parents information concerning how the Early Years Foundation Stage is being delivered, and details of how they can access the club's policies and procedures
- provide regular supervision, which includes support, coaching and training for all staff, to foster their professional effectiveness.

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

- provide children with materials and resources to construct cosy dens and spaces to relax or develop their imaginative play
- strengthen self-evaluation systems to identify and target areas, so that continuous improvement is maintained.

## Inspection judgements

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

Children attending the out of school club are happy and enjoy a range of activities that complement their school learning well. They are encouraged to choose between activities set out for them by staff, or to ask for anything from the storage cupboard or, if unavailable, request it for the next session. Staff use the available space to provide a good variety of stimulating, fun activities for the children, covering all areas of learning and based on children's interests and ideas. Children use the floor for construction and small-

world play with vehicles and action figures. An area is set up for role play, with a kitchen and play food, some dolls and other household props. A large assortment of dressing up clothes help children get into different roles and act out their games. Books are available and some cosy cushions provide a space for relaxing and enjoying favourite stories or researching a topic they are interested in. The available space is generally well set out and provides different areas for a range of activities, although, there are fewer cosy spaces for children to relax in or play imaginatively. A selection of craft materials and paint are always available for children who wish to be creative. They make cards or pictures to take home or to display in the playroom. Electronic and interactive computer games and programmes are popular with children of all ages. The content of these is carefully monitored by the manager to ensure that they are age appropriate, educational and fun. Staff play card games and board games with the children, encouraging them to read the cards and use their knowledge of phonics sounds. Children's physical development is encouraged as they play outside in the garden. They learn to skip, throw and catch balls or hone their tennis skills. Regular visits to a nearby park and playground allow children to run, move freely or play football. They can use the large fixed equipment to take risks and challenge themselves, closely supervised by staff.

All children have a scrapbook-style record. This includes photographs of activities and examples of their work, with comments from the children and staff. Parents can view these and some choose to add comments or photographs as well. They generally have time for informal discussions about the children's overall progress when children are collected at home time. Children develop the range of skills they need for future learning in a fun and relaxed environment. They practise counting, reading and writing as they play, and become increasingly self-reliant and independent as they make choices. Themes and seasonal topics provide a base for activities which require children to use their critical-thinking skills. For example, they explore food and festivals from other parts of the world, or think about the weather and seasonal changes, such as where animals live in winter.

All the children attending are at school full time. The club staff have effective relationships with the four feeder schools, and ensure that they keep up to date with what the children are learning in class by speaking to the class teachers. Younger children at the club have a key person, who is responsible for ensuring that any additional needs are known about and met. The key person liaises with the child's class teacher to exchange information regarding what the children need support with, such as their speech and language development. She then plans activities designed to complement what is being done at school, which promotes continuity.

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

Children are generally happy, confident and settled at the club. Staff are friendly and approachable. They help new children settle in by showing them what they can do and providing their favourite toys and activities. Children are motivated to join in and try new things. The main playroom is spacious and generally well set out in different zones. Children enjoy physical activities, such as table hockey, as well as floor play with a variety of small-world toys or table-top play. Rugs are used to provide comfortable play areas for children and to deaden some of the sound.

Children's good health is promoted well. They enjoy nutritionally balanced, freshly prepared meals at tea time. Children sit together to eat, supported by staff. They develop independence as they make choices about what and how much they want. Staff gently remind children about being polite and using indoor voices when seated at the table. This helps children to develop social skills and consideration for others. Children relish outdoor play, and are able to enjoy this at every session. They take a selection of small equipment outside and are physically active in the fresh air, supervised by staff. Staff join in with children's games, such as bat and ball games or tag. In wet weather, children can still play outside if they wish to, in suitable clothing. Self-care is promoted as children use the bathroom independently and hang up their own coats and bags after school. Staff occasionally check that hands are being washed after using the bathroom, and always before children sit down to eat.

Younger children are clearly emotionally attached to the staff caring for them, and openly affectionate and demonstrative. Parents comment that their children really enjoy attending the club, and some do not want to leave at home time. They say they would recommend the club to other families because their children are well cared for and happy. The 'house rules' are displayed clearly. These are discussed at circle times and children understand that boundaries are necessary for the smooth running of sessions. They accept directions from staff, such as a short 'time out' if they need to sit and consider an aspect of their behaviour. While parents receive a newsletter which tells them about events and staff changes, currently, the club's policies and full information about the day-to-day running of the club are not readily available to parents, so that they are not fully aware about how the club operates. For example, the policy in respect of the use of mobile telephones and cameras, while understood and adhered to by staff, has not been effectively communicated to parents.

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

The out of school club provides children with a suitable range of activities to complement and enhance their learning at school. There is no pressure, but those who wish to can complete any homework tasks or practise their reading with a staff member. Staff are happy to help children research a project or show them where they can find information on a specific topic. Children are generally self-directed, choosing activities which interest and engage them. The manager oversees the planning to ensure that it is broad, balanced and reflects the interests and meets the learning and development needs of the children. Informal discussions take place daily and staff work well as a team, understanding their responsibilities and duties. However, currently, systems for the supervision and monitoring of staff are not fully developed. This is because appraisals are not being effectively used and, as a result, staff are not fully supported in carrying out their roles or able to pursue their professional development efficiently.

Children are safeguarded as the manager and all staff have a good understanding of their responsibilities in regard to child protection. They understand the signs and symptoms of abuse and are confident about responding to these. Policies and procedures are in place

and staff are clear about referring any concerns appropriately. All staff are subject to rigorous and robust recruitment and induction procedures before being permanently employed. This means that children are cared for by a suitably qualified and experienced staff team. The partnership with parents requires improvement. They have information regarding how they may make a complaint if they have any concerns. However, the current arrangements for sharing information with parents, about all aspects of the setting, are not fully effective. For example, there is no information available about the Early Years Foundation Stage, and policies and procedures are not made readily available. This does not ensure that they are fully aware about how the club operates and the provision for their children. Parents state they are happy with the standard of care and education their children receive.

The manager is very new to her post and is concentrating on audits and reviews, so she can prioritise improvements and bring about more successful outcomes for children. This includes looking at accident records, reviewing the range of equipment and how it is used, and developing the supervision and appraisals for all staff. Since the last inspection, improvements have been made and, subsequently, the recommendations are largely met. Self-evaluation still needs further strengthening to ensure that it is fully effective in identifying the strengths and weaknesses, so that improvements are well-targeted. Arrangements for liaising with the children's schools are good and efficiently managed. Where any child has special educational needs and/or disabilities, these can be supported. The manager can call upon additional specialist support from the setting's sister provision, a full day care nursery. This means that children's needs are met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY393719
<b>Local authority</b>	Essex
<b>Inspection number</b>	879193
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Olapeju Yetunde Olagundoye
<b>Date of previous inspection</b>	01/02/2010
<b>Telephone number</b>	01268 559 788

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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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