

Hobbayne Busy Kids

Hobbayne Primary School, Greenford Avenue, Hanwell, London, W7 1HA

Inspection date

03/10/2014

Previous inspection date

19/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 an enabling environment for children, which complements their learning at school. Therefore, children extend their learning and enjoy their time at the club.
- Children's interests and preferences are considered in the planning of activities and routines. Therefore, their individual needs, within mixed-age groups, are met.
- Staff promote children's personal, social and emotional development well and encourage independent thinking. This means children learn to play cooperatively, behave very well and learn from each other.
- There are good links with the children's school and parents. As a result, there is a unified approach to supporting children's progress.

It is not yet outstanding because

- Occasionally, some staff do not make the most of opportunities to enhance children's experiences through engaging and interacting with them as they 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 had a tour of the premises with the provider.
- The inspector took account of the views of the parents.
- The inspector observed children's activities inside and outside.
- The inspector sampled children's records and other required documentation.
- The inspector met with the provider to discuss how they meet the Early Years Foundation Stage requirements.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Hobbayne Busy Kids After School Club opened in 2007. It is run by a private provider and operates from within Hobbayne Primary School, in Hanwell, in the London Borough of Ealing. The club is only open to children who attend the school. The club is open each weekday from 3.15pm to 5.45pm, term time only. Children have access to a secure, enclosed outdoor play area. There are accessible toilet facilities available within the main school building. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 62 children on roll, five of whom are in the early years age group. The club also offers places for children up to 11 years. The setting employs six staff, including two managers, of whom four hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance children's learning experiences through timely interactions to fully engage in children's play.

Inspection judgements

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

Children enjoy their time at the after school club and are enthusiastic to attend. Most staff are very experienced and have a strong understanding of how children learn and develop. They plan and provide a good range of fun activities, which motivate children to explore indoors and outdoors. For example, children make creative representations of themselves as part of their settling-in activities. Staff sit with the children and extend their learning through asking useful questions. They add a variety of materials for children to explore and use, and then display children's creations. Therefore, children get to know each other and access good quality provision where staff enhance their learning. Staff offer continuity of care because most of them work at the school during the day. Therefore, staff build good relationships with the families and this supports two-way communication regarding children's interests, needs and progress.

Staff provide a mixture of adult-directed and child-initiated activities, and consider children's views and preferences in their planning. At the same time, they are flexible and allow children to make alternative choices and access further resources at each session. This helps children become independent learners. Additionally, younger children learn to manage their own personal needs. For example, staff provide each child with a peg for their coats and space for their bags, which they learn to use independently. This means they develop good skills for future learning.

Most staff use a good range of skilful communication, demonstration and interaction techniques, to complement children's learning and development. As a result, children are focused, well behaved and play purposefully. However, there are a few occasions when some of the less experienced staff, who are still developing their practice, do not take all opportunities to enhance children's experiences. For example, during a creative play activity with the younger children, the communication and interaction skills of the less experienced staff were not as effective. Staff make use of naturally arising opportunities to extend children's mathematical development. For example, they discuss height while using their arms to pretend to be a bridge for children to walk under.

There is a strong partnership with parents. Staff gather and exchange key information about the children and as a way of getting to know them and to inform their planning. Parents feel supported by the staff and have benefited from the strong links the club has with other professionals, particularly at the school. As a result, children have good opportunities to access tailored support to ensure their individual needs are met and they continue to make good progress.

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

Staff develop secure relationships with children. The key-person system works well in ensuring children have sufficient time to settle and become familiar with the other children, the staff and the routines. Short visits with parents are arranged at the beginning of the term, which are tailored to the needs of each child. Therefore, children develop secure attachments, settle quickly and make friends at the club.

Staff promote children's personal, social and emotional development very well. They are skilful in planning circle-time activities, which allow all children to discuss important topics in their lives and their communities. This gives children opportunities to voice their views, develop self-confidence and a sense of belonging. Staff are also gentle and kind to the children. Their good understanding of child development means they teach children positive boundaries, speak respectfully to them and offer effective guidance as children play. As a result, children develop positive relationships and behave very well. Children demonstrate that they learn to play cooperatively. For example, they took turns to direct the group and become the, 'Musical director' during an outdoor music activity. This activity included older and younger children, who played happily together.

Children enjoy plenty of opportunities for fresh air and exercise. They have use of the large school playground, which has been made secure by installing an intercom system, giving only parent access to it at collection time. Children enjoy outdoor activities, for example, as they practise their football skills and other ball games. They climb and balance on the climbing structures, and use their imaginations as they play together. Staff promote healthy eating and provide parents with a menu of the light snacks the children receive at the club. This provides parents with further opportunities for communication and feedback. Snacks include wraps with a range of fillings, such as ham, chicken and cheese. In addition, children have fruit and water and/or juice every day with their snack.

Staff remind children to wash their hands before eating food and after playing outside. This promotes good hygiene habits and healthy lifestyles.

Staff prioritise the safety of the children. They conduct daily checks of the premises and are deployed effectively. This helps to ensure that enough staff are always available to care for the children indoors and outdoors. Staff have a good understanding of child protection issues and are knowledgeable of the policies and procedures for safeguarding children. All documentation and contact details are made easily available for parents and staff. All staff access regular opportunities for safeguarding and first aid training, which helps ensure the welfare of the children is protected. Staff remind children of the rules of the playground in order to teach children about safety. For instance, they talk about how to use equipment appropriately and remind children of the areas that younger children are not to use. Children listen to the staff and model good behaviour to each other. This means that staff promote the well-being of the children effectively.

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

The managers of the after school club are highly trained and have ample experience. They provide good opportunities for staff development. The provider and staff have a good understanding of the requirements of the Early Years Foundation Stage. All staff receive appraisals, which allow the provider to identify their professional development and training needs. Staff effectively share the skills they learn on external training courses, such as how to promote children's social and emotional skills to encourage effective learning. This sharing of information enables all staff to improve their knowledge and practice. The provider has successfully led the staff team through the changes needed to improve areas of weakness identified at the last inspection. She has good ideas for improving her service further, such as communicating with parents via questionnaires and surveys, in order to gather more specific feedback. The provider has also identified ways to develop more focused training for new students and assistants. She is currently developing new self-evaluation systems, in order to address minor inconsistencies in practice. Therefore, self-evaluation systems are well targeted to bring about improvement.

Safe recruitment procedures include completing interviews and taking up references. All staff have successfully completed Disclosure and Barring Service checks. This ensures that children are cared for by suitable people and shows how measures have been taken to protect children from harm. Continual risk assessments are also carried out, allowing for regular evaluations of the safety procedures in place. Both the managers have completed safeguarding training, ensuring that a designated person is available at all times to deal with any concerns that may be raised. Staff are aware of what to do in the event that they have a concern for a child at the setting and know who to advise if an allegation is made against another staff member. Staff access first-aid training and the provider keeps records, which parents sign, of any incidents or accidents that occur. These measures further promote the welfare of staff and children.

Strong all-round relationships help ensure children access all the necessary help they need

to promote their learning and well-being. Parents comment that having the after school club at school is, 'Very positive' because there is continuity of care and 'children feel secure because know the staff very well'. Older children, who have attended the club for a number of years comment that they like attending the club and recall some of their most fun experiences. Partnerships with other providers and agencies are already well established through the links staff have within their other roles in the school. For example, these include links with speech and language therapists and teachers. These partnerships help to ensure that staff consistently meet the needs of the children.

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	EY357170
Local authority	Ealing
Inspection number	844167
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	62
Name of provider	Hobbayne Busy Kids Partnership
Date of previous inspection	19/11/2008
Telephone number	02085676271

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

