

Barn Owls After School Club

Harrison CP School, Harrison Road, Fareham, Hampshire, PO16 7EQ

Inspection date	14/10/2014
Previous inspection date	23/11/2011

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 demonstrate a secure knowledge of how children learn. Planning takes into account the interests and preferences for each child so that activities are sufficiently focused to meet their individual needs.
- 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.
- The manager and provider have effective systems in place to evaluate and reflect on their practice so that they can analyse their strengths and areas for further improvements.

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 had a tour of the premises with the manager and invited the manager to take part in a joint observation.
- The inspector discussed with the provider, manager and staff how the individual needs of each child are met to support them to learn effectively.
- The inspector observed children and staff engaged in activities.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector looked a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Barn Owls After School Club registered in 2006. It is one of two settings owned by the provider. Barn Owls operates from Harrison Primary School in Fareham, Hampshire. Children have the use of the school hall, an additional room, the adventure playground, the school field and an enclosed outdoor play area. There are currently 85 children on roll. Of these, 12 children are in the early years age range. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 3.00pm to 5.30pm during term time only. The club employs five members of staff who work directly with the children. Four hold appropriate childcare qualifications.

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 prepare their own snacks.

Inspection judgements

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

Staff support children well in the club environment. Staff spend time getting to know the child and helping them to settle. They monitor children's interests through observing children at play and identifying their achievements. Staff continue to work closely with parents. For example, they ensure they keep parents fully informed about their children's learning and achievements through regular discussions. Staff use the information gathered from observations of children to plan stimulating and challenging activities that meet children's individual needs and interests.

Well-deployed staff spend their time chatting with the children and showing a real interest in each individual, getting to know them well. 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, they help children to play harmoniously together and to take turns during computer games. Children enjoy drawing and writing. They showed their creativity and resourcefulness as they designed stickers for their friends. 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.

Staff provide children with a good balance of free-play and adult-supported activities. They provide activities that follow children's interest motivating them to learn. For example, children designed and decorated their own biscuits alongside their friends. This provided opportunities for staff to chat with them about their day developing self-esteem and confidence in groups. Staff take children on supervised visits to the school playground to experience greater challenge as they explore climbing frames, slides and other equipment. Equipment such as skipping ropes and balls encourage children to engage further in physical play. Popular activities, such as role play in the home corner help children to re-enact real-life situations and to use their imagination.

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

Children arrive confidently at the club demonstrating a good understanding of the daily routines as they hang up their bags and coats. Staff welcome them warmly and children quickly settle on their own choice of activity. Staff work well with parents from the start, gathering information about children's specific care needs and details about any allergies. The relationships between staff, the children and their parents are positive in ensuring good quality care for all children. Parents comment very positively about the care their children receive. Children tell their parents that they enjoy attending the club. They talk confidently and assertively about the activities they enjoy and show a good awareness of their own needs. As a result, children are confident in expressing their needs and play ideas, asking for specific games or toys, and easily choose from those they can reach. This shows children's increasing independence in making decisions about their own play and learning. However, staff do not consistently provide such good opportunities at other times. For instance, they do not generally involve children in preparing their own snacks. This does not fully support children to develop independent self-care skills.

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. Children are very polite and manage their own behaviour well because staff promote the behavioural rules throughout the sessions. Sensitive reminders from staff and positive reinforcement means children receive consistent messages. Children remind their friends to take turns during games or to share the toys using timers. This means children build strong relationships. They work together well as they play and learn positive social skills.

Staff encourage children to have a healthy and positive approach towards food. They set out ample, varied and nutritious snack foods, such as breads, fruit and vegetables, which children confidently serve for themselves. Although children are not fully involved in preparing the foods, their discussion about the items they eat contributes to their growing understanding about the importance of a healthy diet. 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

Staff provide a strong welcoming environment, which values and respects children and their parents. The provider has a good understanding of her responsibility to make sure that the provision meets the safeguarding and welfare requirements. The manager and staff team have up-to-date safeguarding and child protection training. They are clear about their roles and responsibilities to safeguard children and take positive steps to safeguard children's welfare. Routine safety checks contribute significantly to children's safety and well-being. All staff have received first-aid training and are vigilant about children's safety and supervise them well. Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability to work with children. Effective induction procedures help new staff to fully understand their roles and responsibilities. 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 helps to improve outcomes for children.

The provider and manager demonstrate a strong capacity to drive improvement having made several changes since the last inspection. For example, the provider has strategies in place to seek the views of parents and children to support the effectiveness of the provision. The staff team contributes their views and opinions to the self-evaluation process. As a result, the team works well together to provide a safe environment where children's welfare is protected. Staff engage with parents well. Parents spoken to at the inspection stated that they are happy with the service and that their children are happy too. They reported 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

Unique reference number	EY301331
Local authority	Hampshire
Inspection number	843759
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	85
Name of provider	Barn Owls After School Club Ltd
Date of previous inspection	23/11/2011
Telephone number	07721 776109

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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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