

Ashover School Child Care (Ashover Out Of School Club)

Ashover Primary School, Narrowleys Lane, Ashover, CHESTERFIELD, Derbyshire, S45 0AU

Inspection date	20/10/2014
Previous inspection date	02/12/2013

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

- The staff support children's learning and development well because they offer a wide range of activities and play experiences that complement what the children have been doing during the school day.
- Children show a strong sense of belonging in the club. This promotes positive relationships with both staff and other children attending.
- The effective key-person system ensure children's individual care and learning needs are met well.
- Staff have good communication with parents and schools. This contributes effectively to promoting children's learning and meeting the changing needs of the families.
- Staff have a strong knowledge of safeguarding and prioritise children's safety and well-being at all times.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to practise and learn about good hygiene as children do not always wash their hands prior to eating snack.
- Although supervision is effective for most staff, it is not consistent as the manager receives little supervision or mentoring.

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 the staff engage in a range of indoor and outdoor learning activities and play with the children.
- The inspector held discussions with the manager, deputy manager, staff and children and completed a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Ashover School Child Care (Ashover Out of School Club) was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Ashover Primary School in the Ashover in Derbyshire. The club is managed by a voluntary committee. The club serves the school and the wider area for school holiday care. It is accessible to all children. The club operates from the porta cabin and a room in the nursery for younger children, when required. Children have access to the playground, adventure play area and school fields for outdoor play. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications. One holds a qualification at level 4, one holds a qualification at level 3 and two hold a qualification at level 2. One has Qualified Teacher Status. The club opens Monday to Friday term time from 3.30pm until 5.30pm or 6pm at parents request. The club offers school holiday care at various times of the year and opening times depend on the need. There are currently 70 attending, of whom 12 are in the early years age group. Children attend from three to 11 years of age.

What the setting needs to do to improve further

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

- build on children's ability to learn about self-care and good hygiene, for example, by making sure they consistently wash their hands prior to snack
- enhance the effective performance management, for example, by providing the manager with consistent supervision and mentoring.

Inspection judgements

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

Children enjoy their time at the club. Staff support them to acquire the skills and capacity to develop and learn securely, and be ready for the next stages in their learning. The good quality of teaching by the staff supports and extends children's learning and development and thoroughly complements what they have been doing at school. Children take part in a wealth of experiences and activities that result in them becoming confident and self-assured, eager and motivated learners. For example, children are completely involved in the refurbishment of the quiet room. They record their ideas on the computer and create designs about how they would like the room to look. The stimulating environment, both inside and outside ensures that all children make effective progress towards the early learning goals. Children's interests, ideas and next steps in learning lead the planning of activities so that children receive challenge and consolidation to help them make continuous progress. Staff complete purposeful, formative observations of children's

achievements to carefully monitor their progress.

Children are engrossed and interested in a good range of self-selected and planned activities. For instance, they take great pleasure and care to make crowns from recycled and craft materials. Staff support children to use sticky tape, cut out fine patterns and carefully consider the resources they use. The staff respect and respond to children's choice as they request art and craft activities linked to Halloween. Staff are effective to assist children to choose their projects from activity books. They carefully demonstrate and assist the children how to fold paper to make the shape of a bat. In addition, staff extend their learning as they talk about where bats live and who has bats at home. Children learn about information and communication technology as they use a computer and play computer games, which are carefully timed by staff. They use a laminator for an autumn leaves picture, carefully supervised by staff. Children learn about other cultures and people through planned and spontaneous discussion and activities. For example, after children learn about tribal masks in school the staff devise a theme about Africa. Children learn about how people live and paint pictures of an African village. They find and cut out related pictures and use them on a display. Children enjoy national and international festivals and celebrations. Consequently, the quality of children's experience makes a positive impact on the continuity of their learning and development.

Staff give priority to extend and support children with speech and communication. They routinely use open questions to help children to think critically. The staff and children hold rich conversations. Secure partnerships with parents mean that information sharing is consistent and creates a link between the club and home. Staff provide parents with daily feedback and details of the activities the children have enjoyed when they enter the setting to collect their children. Consequently, individual children's needs are recognised and met well.

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

Close and caring relationships and strong attachments ensure children are secure in this friendly, welcoming setting. Staff know the children well. Therefore, they are able to meet their care and learning needs effectively. Children thrive and enjoy the different experiences offered. This is because the staff nurture and encourage them. Children are settled as a result of the successful key-person system and effective staff deployment. They are happy and confident with the staff and their peers. Attachments are strong. Staff make sure they discuss with parents about how their child has been as they collect them. This means, staff support all children with their move from school to the club. All children are encouraged to help with appropriate jobs, such as tidying away resources after they have used them. Consequently, children develop good social awareness and they are well prepared emotionally for the next stage of their learning.

Children's behaviour is good. Staff are good role models and use positive techniques for managing children's behaviour. This has a positive impact to help them to develop their social skills and build their self-esteem. Staff fully understand the challenges that can affect the behaviour of children and the frustration that can occur for them. As a result, children make strong progress because they develop coping mechanisms to manage their

own behaviour. Children learn good social skills as the staff encourage them to take turns during activities and to share. Older children effectively include and support the younger children. For example, they help younger children to prepare a table for a painting activity. Older children assist them to make their own pictures using activity books for guidance.

Children have a wide range of opportunities to be healthy through activities and discussions. They have fun together as they take part in outdoor, vigorous play. Children become mice with tails made from ropes. They run and chase each other. As play becomes a little boisterous, staff redirect them by suggesting one child becomes a cat. Children are focused as they stalk each other. They then initiate an activity where they work as a team and use the ropes to climb and thread through the fence. This means that children extend their physical skills and staff assist them to keep fit. In addition, they learn to cooperate and work with each other effectively. One-to-one activities with staff increase children's skills. For instance, they throw and catch a ball and balance on balancing bars. As a result, children concentrate and their fine skills are enhanced. They increase their understanding about health and hygiene through established routines. However, on occasion, staff do not maximise children's learning about good hygiene and self-care as children do not always wash their hands prior to snack. Children proactively learn about personal safety because they respond to clear safety procedures both inside and outside of the club. For example, staff discuss with the children and clearly explain why they must not run inside and why they cannot use ropes to climb the trees in the playground. Children are actively involved in fire evacuation practices and readily recall what they must do in an emergency situation.

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

The committee, manager and staff take all necessary steps to keep children safe and well. There is a strong commitment to create and maintain a quality club where children are safeguarded. All of the staff have safeguarding training and they fully understand their responsibilities with regards to child protection. Staff are clear about what to do if they have a concern about a child. Rigorous recruitment and vetting procedures are implemented to ensure staff are suitable for their role. Disclosure and Barring Service checks are in place for all adults. The manager completes effective induction of staff, which includes, detailed information about safeguarding, and makes sure staff are aware of their responsibilities. Staff's ongoing suitability is assured through effective mentoring and supervision by the manager, which identifies any further training needs, leading to a knowledgeable team. However, the manager receives little mentoring or supervision. Nevertheless, children's protection and well-being is assured because the manager is effective in her role. Staff work well together and make a strong team who are caring, enthusiastic and committed to the children. Effective staff deployment ensures children are supervised well and supported at all times. A wide range of policies, procedures and records are maintained, which underpin practice. These include the control of mobile telephones to protect children. Policies are shared with parents, providing them with an insight into the club's role and responsibilities. Staff implement effective risk assessments and robust routines make sure children are safe. This means that children are protected and their well-being assured. The staff gather the required information from parents to

promote children's health and well-being.

Since the last inspection, the notice to improve has been addressed. There is now an effective key-person system in place. Clear identification of each child's key person is on display in the club room and on children's development records. As a result, parents know which member of staff is their child's key person. The youngest children's individual learning, development and next steps in their learning are clearly identified and effectively recognised and met. In addition, support for children is assured as the staff discuss with parents and the school, the support they intend to and do offer. Recommendations from the last inspection have been positively addressed. There is a secure system for monitoring the educational programmes and tracking of children's progress. Therefore, children receive the best experience and make good progress in their development. Self-evaluation and reflection on practice by the staff is complemented by an ongoing self-evaluation document. Regular staff and committee meetings generally, assist to develop staff practice and the continuous improvement of the club. Staff training is embedded and managed well, and ensures they have the skills to meet children's needs. Therefore, children's welfare is promoted effectively.

Strong partnerships with parents contribute significantly to meeting children's learning and development needs and promote their well-being. Therefore, they are confident to leave their children in the club's care. There is a good level of communication with parents, which ensure continuity of children's care, learning and development. The two-way sharing of written and verbal information, including, a termly newsletter, enhance parents' experience and extends children's learning. The staff are proactive to support and meet family needs whenever they can. This means, children's well-being is effectively promoted. Children and parents assist in the continuous improvement of the club. There is a parent representative on the committee. Parents share their views about the club through discussions and questionnaires. Children's views are actively sought and their comments lead the planning of activities. All of this means that parents and children have a real sense of ownership and involvement. Staff work in close partnership with the school staff. They and the school staff use regular verbal and written communication to ensure continuity of children's progress and next steps in their learning. Consequently, staff have useful information to determine whether children benefit from any input of teaching or support while at the club.

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	207212
Local authority	Derbyshire
Inspection number	962681
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	70
Name of provider	Ashover School Child Care Committee
Date of previous inspection	02/12/2013
Telephone number	07999077324

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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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