

Elizabeth's After School Club - Northcote Scout Hall

Northcote Scout Hall, Great Brockridge, Westbury-on-Trym, Bristol, BS9 3TY

Inspection date	06/11/2014
Previous inspection date	06/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 plan a wide range of activities which engage children and capture their interests.
- Staff promote positive behaviour and as a result, children interact well together and take turns.
- Staff teach children good social skills and are positive role models for children.
- Staff promote good road safety which supports children to manage risk, remain safe and do things for themselves.
- Staff liaise with the school and parents to meet children's needs so they have good relationships and settle well.

It is not yet outstanding because

- Staff are not always fully successful in working in partnership with the children when planning activities to give them more free choice.
- Staff do not always seek enough parental feedback about children's achievements and interests at home to enhance the planning process.

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 main playrooms, kitchen and outside, including the walk from school.
- 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 discussions with the manager.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Bird

Full report

Information about the setting

Elizabeth's After School Club is a registered limited company managed by a family group which includes the manager of the club. It opened in 2008 and operates from ground and first floor rooms in Northcote Scout Hall, Westbury on Trym, Bristol. Children have access to an enclosed outdoor play area. The club is open from 3.15pm to 5.45pm Monday to Friday, term time only. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children in the early years age range on roll. There are ten members of staff, four of whom hold qualified teacher status and two hold appropriate early years qualifications to at least level 3.

What the setting needs to do to improve further

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

- enhance the daily planning of activities to give children extended opportunities to contribute their own ideas
- extend communication systems to encourage parents to share their children's achievements and successes at home to enhance the planning process.

Inspection judgements

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

Staff arrive early to have team discussions, organise resources and prepare the rooms. This is so that activities and the rooms are available and ready to make them welcoming for children when they arrive. This means children are happy and interested in what is on offer. 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 before they engage in the activities. They make their own independent choices about what they want to eat and drink from a healthy range of foods on offer. Sitting at the snack table, children enjoy talking to their peers and older friends. This encourages their social skills.

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 craft activity making stained glass windows, 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. They pay close attention to what they are doing; they concentrate well and are deeply engaged in the activity. This activity helps to develop children's mathematical skills and expressive

arts and design. They show an understanding of patterns and design as they select different colour materials and carefully make an alternate design with them. Staff are interested in what children are doing. They ask questions about the children's ideas. This builds their self-esteem and relationships with staff, as they share their ideas and help make decisions. Staff celebrate children's choices, and this helps to create a good atmosphere, where staff and children have fun together.

Children display high levels of involvement in their play and have access to a good range of toys and equipment to support their learning and play. In the drawing area, children enjoy drawing on paper with felt tips and pencils. They explore making marks and patterns using the equipment. They fully engage and concentrate on what they are doing. This activity gives children the opportunity to develop their literacy and creative skills. They write their names, which enables them to develop their writing skills. Staff understand how young children learn and develop, and use their observations to plan and tailor the environment to reflect children's interests. However, the information staff gather from children is not always thorough or on a regular basis, so that planning remains up to date, in line with their current interests. Staff work with the school that children attend, to provide fun activities in the club. This gives some continuity in what they do at the club and school so that the activities complement one another and are more meaningful to the children.

Children particularly enjoy being outdoors after a day at school and enjoy the fresh air. For example, children are happy as they walk from school to the club with staff. This part of the routine extends their learning because staff encourage them to use their knowledge of danger and risk to problem solve as they cross roads and walk along the footpath. As a result, children have good opportunities to learn about keeping themselves safe.

Staff's involvement in activities is attentive and respectful. They offer challenge and extension for the children, but also know when to step back so that children can develop their independence and lead their own play and learning. Staff ask children questions about what they are doing and encourage them to communicate their ideas. This is helping children to develop confidence and try new things as it gives them a sense of satisfaction when they achieve something new.

Staff communicate with parents daily so they are aware of what their children have been doing. Parents have access to an effective email system to communicate with the club. Staff do not always successfully seek parental feedback about their children's achievements and interests from home, to further enhance the planning process for individual learning experiences.

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

Children are happy and secure, and have good relationships with staff and their friends. They know the names of all of the adults, and supportive staff attention and interactions show that children form positive and trusting relationships with them. When children start at the club, staff collect detailed information from parents about children's care needs. 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. Staff from the club collect the youngest children from their class teacher at the end of the school day, who share information for staff to feed back to parents. Staff are warm towards children and pay extra attention to the new and youngest ones to help them feel secure. This creates a friendly environment for them. There is an effective system in place which allocates specific staff to early years children and all staff know each of the children well. The younger children are well supervised to ensure that they are safe, and staff pay particular attention to them during care routines, such as using the bathroom. This means that extra support is available to them if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the club rules, which they know well and they refer to spontaneously with their friends as they play. Children learn effective ways to manage their feelings. Staff manage children's behaviour in a positive way. They are good role models, and help children to develop key skills needed for their future learning. Staff teach children to take responsibility for their personal safety and support them to develop a good awareness of this. For example, regular fire drills take place so children learn to evacuate the premises quickly and safely in an emergency. Staff encourage children to think about how well they listened or followed instructions during the drill.

Staff promote children's health well. Children have opportunities to play physical games indoors and outdoors and benefit from fresh air on their walk from school, with the freedom to move around on a large scale to let off steam and run around after a busy day. Food preparation and snack times demonstrate good hygiene procedures. Staff have attended food hygiene training to promote this effectively. Children have a good knowledge of expectations, for example, they know to wash their hands before they eat. Their independence skills develop through everyday routines, such as hanging up their coats and bags.

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. Staff complete regular and ongoing child protection training to keep their knowledge up to date. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first aid treatment in the event of an accident or incident. Management maintain comprehensive policies and procedures, which they share with all staff during their induction. Policies and procedures are available to parents on displays and when they start at the club so they are aware of the practices staff follow to keep their children safe and well cared for. Robust recruitment and vetting procedures are in place to help ensure that all staff working with children are suitable. Staff have appraisals and attend staff meetings to help ensure they have appropriate training and support for their role. They are encouraged to attend training on a variety of subjects that keep them up to date with childcare issues, in order to successfully promote children's care and learning needs.

The manager and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. The staff team has a range of expertise, which helps them to share good practice and develop their skills. 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 rest. Through planning, they include a range of activities and experiences that cover all areas of learning, are fun and offer children choice. This enables children to sit quietly to relax or have spaces to play in that suit their individual needs.

Self-evaluation works well. The manager draws up a plan each year, which she monitors, reviews and updates at staff meetings. External audits also support them in identifying their key strengths and areas to work on. Staff monitor the activities and children's engagement sin these each day to gauge children's learning experiences and responses. This means the club has a sound awareness of what they do well, and areas to focus on to promote continuous development.

Overall, partnership with parents and other settings children attend is good. Staff use questionnaires to gather parents' views. For example, the club has introduced annual booking systems in response to the need from parents. Parents comment positively on the 'flexible and brilliant' staff team. They state that 'children are always happy to come'.

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	EY380558
Local authority	Bristol City
Inspection number	829683
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	70
Number of children on roll	140
Name of provider	Elizabeth's After School Club (ELASC) Ltd
Date of previous inspection	06/05/2009
Telephone number	01179 623 382

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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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