

# Annabelle's After School

Lechlade Road, Faringdon, Oxfordshire, SN7 8AH

## Inspection date

11/11/2014

Previous inspection date

10/02/2011

## 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 create a friendly relaxed atmosphere and children thoroughly enjoy spending time at the club after a busy school day. They take part in a wide range of interesting activities inside and outdoors.
- Staff and children have excellent relationships. Staff are warm and caring, and children display a genuine affection for the adults looking after them.
- Children behave very well. Staff have high expectations and consistently explain these to children. They help children find amicable solutions to their own disputes.
- Staff are skilled at helping children enjoy their play. They encourage them to try new activities, find their own solutions to problems and think creatively. Staff very effectively support children's all-round development.

### It is not yet outstanding because

- Children cannot easily see what additional resources are available, which may limit their play.
- Staff do not always take opportunities to develop children's understanding further of how to keep themselves safe and eat healthily.

## **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 children playing indoors and outside and staff interactions with them.
- The inspector spoke with the owner, staff, children and the head teacher of the host school.
- The inspector sampled documentation, including children's records, policies, evidence of staff suitability and the self-evaluation record.
- The inspector spoke with several parents and considered their views.

## **Inspector**

Rachel Edwards

## Full report

### Information about the setting

Annabelle's Out of School opened in 2002 and is privately owned. The club operates from Faringdon Infants School, Faringdon, Oxfordshire. Children use the main school hall or occasionally a classroom if the main hall is unavailable. The club serves families whose children attend Faringdon infant and junior schools. The club is registered on the Early Years Register. The club is also registered on both the compulsory and voluntary parts of the Childcare Register to take older children. There are currently 48 children from four years to 11 years on roll, of these seven are in the early years age range. The club opens five days a week during school term times. Sessions are from 7.45am to 8.45am and from 3pm to 6pm. Children attend for a variety of sessions. Four staff work with the children regularly, all of whom have appropriate early years and/or play work qualifications.

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

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

- extend children's opportunities to choose activities for themselves, such as by clearly labelling resource boxes and making a choosing book with photographs of all available activities
- further develop children's understanding of how to keep themselves safe and healthy by using spontaneous opportunities to talk to children, and by limiting foods high in saturated fat, added sugar and salt.

### Inspection judgements

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

Children have great fun while attending the club. They eagerly arrive, cheerfully greet staff and quickly settle to play with friends. There is plenty of space and activities for everyone whether they choose to quietly snuggle up on floor cushions to watch the television or play football outside. Staff take a warm interest in the children and talk to them about their day. They are especially mindful of the youngest children, making sure they are settled and not overwhelmed in the lively environment.

Staff interact exceptionally well with the children. They are skilled at knowing when to join in with children's play and when to leave them to develop their own games. The staff are fun and approachable so children often invite them to join in, such as with board games. Staff know the children very well and what they enjoy. A member of staff suggests a colouring competition and the children respond to this with enormous enthusiasm. Boys and girls of all ages take part and proudly show their finished pictures. They all judge the

winner and staff hand out small prizes for everyone so no one is disappointed.

Children can choose to play outside when they wish and staff accompany them to ensure they are safe and well occupied. The children may use the extensive school outside play areas. There is challenging and exciting large climbing equipment, where children like to make up their own games. There is plenty of space to run and play boisterously and noisily if they want. Older children are considerate towards the younger children, allowing them to join in their games. Staff sometimes lead the activities, for example, by coordinating games with the parachute canopy.

Staff know all the children by name and take time to talk to each child during the course of the session. Children sit for a quick snack as they first arrive and staff take the opportunity to chat to them. They have interesting conversations and staff listen attentively and ask engaging questions. This helps children develop strong speaking and listening skills, which supports other areas of their development.

Children use computers and interactive video games, which help develop their skills in using information and communication technology. Staff organise the hall well so there are active and quieter spaces to accommodate the range of activities. A tent filled with cushions provides an exciting hiding place as well as a cosy space to chat with friends.

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

Staff designate a key person for each child from the reception class. They have special responsibility for making sure that these young children are settled and coping well with their long day. This system works very effectively and as a result, children have warm and trusting relationships with the staff. Children are confident to share any highs or lows in their day, which makes them feel valued and secure. Staff create a welcoming and homely atmosphere and children display a genuine affection towards the adults who care for them.

Children behave well. They are polite and courteous towards the staff, who in turn treat them with kindness and respect. Staff encourage the children to take ownership of the club. The children agree on sensible rules to make it an enjoyable place for everyone. Children ask staff to help them negotiate problems such as turn taking or how to play fairly. Staff help them find their own solutions and they are learning valuable social skills. Children enjoy taking responsibility for tasks, such as helping prepare tea, laying the table and drying cups and plates. Staff supervise children well to help keep them safe. They have good systems in place for ensuring children arrive safely at the club. However, they do not always use opportunities to develop children's safety awareness. For example, by encouraging them to think why it is not safe to play with ropes on the climbing frame, rather than just telling them.

Staff recognise that children are hungry after a school day. As children arrive, they wash their hands before helping themselves to a light snack. This gives them a much needed

energy boost before a more substantial snack later in the session. They always have fresh and dried fruit and make sandwiches. However, they also have food high in saturated fats, sugar and salt, such as biscuits, cakes and fried snacks. Staff do not always plan opportunities to help children learn about healthy eating.

Staff make full use of the hall to set out an appealing range of activities that they select to follow children's interests. There are many more playthings stored in boxes at the back of the hall. Children may choose resources from here but it is difficult for them to see everything that is available. Staff have not labelled the boxes and they have not compiled a list or pictures to help children choose, which may limit their play.

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

The strong leadership and management team passes on their high standards and enthusiasm to the rest of the staff team. They have a thorough understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Comprehensive written policies and procedures underpin staff practice to ensure the safe and efficient running of the club.

The management team monitors the provision effectively to ensure staff deliver consistently good quality practice. The staff meet with the management team twice each term. They discuss how well children have settled and the progress they are making. Safeguarding is always on the agenda so that staff have a strong focus on keeping children safe. All staff receive training in child protection issues. They work closely with school staff to help safeguard children and are confident about what to do if they have concerns for a child's welfare.

The management team supports staff's ongoing professional development. They have helped staff attain appropriate qualifications and staff use their knowledge effectively to provide good quality care and learning. They have a senior member of staff responsible for monitoring the quality of the provision. She observes staff practice each month and highlights any training needs or areas for improvement. All staff aspire to achieve the highest possible standards. They have implemented recommendations from the previous inspection and now encourage children to take more responsibility. The management team and staff are highly reflective. They use assessment tools to identify areas for improvement and welcome regular input from the local authority development worker.

The club values the views of children and parents, whose views they seek through daily discussions and regular questionnaires. Parents speak very highly of the club. They comment especially on the exceptionally friendly and caring staff. The club staff work very closely with the school. Staff talk with teachers when they collect children to make sure they pass on important information about the children's day. The school invite club staff to attend joint training, for example, on the characteristics of effective learning and safeguarding. This ensures a consistent approach and provides continuity in children's care

and support for their all-round development.

### **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

<b>Unique reference number</b>	EY254318
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	833085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Annabelle Lucy Wills
<b>Date of previous inspection</b>	10/02/2011
<b>Telephone number</b>	01367 240655

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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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