

Anston Park After School Club

Anston Park infant School, Park Avenue, North Anston, SHEFFIELD, S25 4BT

Inspection date	13/11/2014
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Arrangements for safeguarding children are strong, and clear policies and procedures are implemented, to ensure children are kept safe at all times.
- Children are very confident and motivated to play and learn because the enthusiastic staff provide them with interesting activities.
- Children settle well on arrival at the club because staff greet them in a friendly manner and take an interest in their day.
- The staff team work well together and are supported by the committee. This effective partnership means that children's care and individual needs are underpinned by effective policies and procedures.
- Partnerships with parents are successful and ensure that children get the support they need.

It is not yet outstanding because

- Staff do not always extend younger children's independence, by allowing them to prepare their own snacks, or pour their own drinks.
- Children's opportunities to enhance their physical skills are not always fully embraced.

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 indoor learning environment.
- The inspector held meetings with the manager of the club and the provider.
- The inspector looked at children's records and other relevant documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachael Barrett

Full report

Information about the setting

Anston Park After School Club first opened in 2004 and was re-registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in rooms within Anston Park Infant School, in the Anston area, and is managed by a voluntary management committee. The club serves the host school and adjacent junior school and there is an enclosed area available for outdoor play. The club employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and five at level 3. The club opens Monday to Friday during term time. Sessions are from 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 85 children on roll, of whom 20 are in the early years age group.

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 independence at snack times, for example, by providing opportunities for younger children to pour drinks for themselves and to help prepare snacks
- enrich the resources available for children to extend their physical skills, for instance, by providing a range of soft balls, hoops and bean bags that can be used in a variety of ways during active play.

Inspection judgements

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

Staff provide children with a range of activities that effectively complement their learning in school. They achieve this by holding conversations with teachers in the Reception class on a regular basis and by exchanging information about the children when they are brought from the class to the club. This enables them to discuss children's interests and progress and they use this information to aid the activities they provide for children. Staff implement the key-person system well and keep useful records of children's achievements. They make observations of children as they play. This allows staff to plan interesting activities that reflect children's individual interests and needs effectively. Staff encourage parents to visit the club before their children begin, to discuss children's needs and preferences. Staff maintain positive relationships with parents by regularly sharing information about children's achievements and the events of the day.

Children thoroughly enjoy their time at this lively after school club. They have fun with the activities they are able to choose freely from. For example, the staff set out children's favourite activities, such as, drawing, craft, painting and building bricks. They also ask the

children what else they would like to do. Children are enthusiastic in their play and work well together. The staff know the children well because they spend time with them during their activities and listen to their ideas and suggestions. All of the staff work with the children during the day either at lunchtime or supporting children in the classroom. The children enjoy the staff's positive interaction with them and this contributes to children's growing confidence and self-esteem. The staff talk to children about what they are doing and provide lots of praise, for example, showing a genuine interest in their completed drawings and brick structures.

Staff provide quality activities and resources to keep children occupied. They arrive early to organise resources and prepare the classroom before children are escorted to the club from their school classroom. This is so that the activities are available, ready and welcoming for children when they arrive. There is a good range of adult-led activities. Children have regular opportunities to get involved in active play. For example, they use the space in the school hall to play table tennis and table football. When the weather is dry, the children use the school playground and climbing equipment. However, there are fewer opportunities to further enhance children's enjoyment of active play through the use of other items of equipment that can be used in a variety of different ways.

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

Staff promote children's emotional well-being effectively. They encourage new children to settle quickly, as they take the time to talk to them about their day and ensure that they feel secure. Staff are good role models with regard to behaviour and social skills. They speak to children, getting down to their eye level, in a caring manner and they treat each child as an individual. Staff interact well with children, playing games and encouraging turn-taking. Consequently, children's behaviour is very good and children of all ages interact well together. Clearly embedded routines also help children to feel confident and secure. The key-person system is effective and staff find out good information from parents about their child. This enables staff to meet each child's individual needs.

Hygiene is promoted very well. The staff support children through discussion and gentle reminders to be independent, and to follow good personal hygiene practices when using the toilet area. Children enjoy a wide range of nutritious food, including fresh fruit. Snack times are very sociable occasions and children are encouraged to make independent choices about what they want to eat. However, staff do not fully promote children's independence. For example, they do not consistently involve children in preparing their snacks or by providing them with small jugs, so they are able to pour drinks for themselves. Children learn about keeping safe. They regularly practise the fire drill and clearly know what to do in the event of an emergency.

The environment is welcoming and staff make good use of the space available to them to support children's all round development and emotional well-being. For example, there is a small library area and a quiet area positioned away from the other activities. This also enables children to sit quietly and read a book, and relax if they feel tired. There is a good range of equipment to allow children to explore and make choices in their play.

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

The manager and the staff follow effective systems to safeguard children and promote their welfare. They have all completed training in safeguarding and the policy in place is reflected in their activity with the children. For example, they deploy themselves effectively, managing how the children move between the different play areas, ensuring they are well supervised. Effective recruitment procedures, regular supervision and a commitment to continued training for the staff, help to ensure that children are safe and have their individual needs met. The staff carry out risk assessments of the premises and talk to the children about how to keep themselves safe during their play. For example, the premises are secure, parents are greeted by the staff when they arrive and children know that they must not answer the door.

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 to have a rest. Through planning, staff include a range of activities and experiences that cover all areas of learning, which are fun and offer children choices linked to their interests. Overall, partnership with parents, and with the schools that all the children attend, is good. Parents have opportunities to discuss their children with staff at collection times. Parents comment positively on the 'friendly and approachable' staff team. The staff team are supported by the committee during their daily activity with the children. This partnership working supports the staff to make any changes as required and results in self-evaluation working well. The manager and committee meet to discuss changes and enhancements they would like to make to the club as a result of reflecting on their practice. This means the club has a good awareness of what they do well, and recognises the areas to focus on to promote continuous development. They have recently developed close links with the local authority out of school club coordinator to support their self-evaluation further.

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	EY406251
Local authority	Rotherham
Inspection number	850728
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	85
Name of provider	Anston Park After School Club Committee
Date of previous inspection	05/05/2010
Telephone number	01909 550011

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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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