

Crofton Out of School Care Limited

Crofton Youth Project, Crofton Community Centre, Stubbington Lane, Fareham, Hampshire, PO14 2PP

Inspection date	26/11/2014
Previous inspection date	08/10/2009

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 ensure children feel safe and secure in the club because their arrangements for safeguarding the children are robust.
- Staff make sure children have access to a wide variety of interesting activities throughout the session and staff are sensitive to children's individual needs.
- A very good partnership between the staff, parents and local schools ensures key information is shared between them.
- The staff plan the play environment to provide children with opportunities to choose their play materials and follow their individual interests.

It is not yet outstanding because

- Staff do not always check that children follow the good hygiene procedures of the club.

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 sampled some of the required documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector talked with staff and children.

Inspector

Alison Large

Full report

Information about the setting

Crofton Out of School Care Limited started in 1999 and registered with Ofsted in 2001. It is a privately owned breakfast and after-school-club. It operates from a room in the Youth Wing of Crofton Community Centre in the Stubbington area of Fareham in Hampshire. It serves the local and wider area, and children attend for a variety of sessions. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 82 children on roll; five of these are in the early years age group. The club operates from Mondays to Fridays during school term times. Sessions are from 7.30am until 8.45am for the breakfast club, and from 3.15pm until 6pm for the after-school-club. Children are taken to, and collected from, two local infant and junior schools. Children have access to a nearby park and a field for outdoor activities. Eight staff are employed to work with the children, of which six hold a relevant early years qualification.

What the setting needs to do to improve further

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

- further develop the good hygiene practices in the club with particular regard to checking that children follow stipulated hand-washing routines.

Inspection judgements

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

Children arrive happily and enjoy their time at the club. Staff introduce some planned activities to offer variety, including ones for art and craft. Children enjoy socialising with other children. They develop positive relationships with everyone at the club, settling-in well.

Children enjoy the wide variety of play activities and experiences provided by staff, such as art and craft, various games, construction toys, or electronic games. They quickly become involved in an activity of their choice, selecting from the wide range of appropriate, interesting things to do. They confidently initiate their own play and ask for particular resources when needed, which staff provide. This means children enjoy what they do and are well motivated to join in.

Children express their views and state they like coming to the club. They report that they enjoy the activities and playing with friends. Staff are friendly, and join in when needed while allowing children to lead their own play. Children are well supported by staff. They relax or are active according to their needs. Staff are deployed well to meet children's needs. They competently follow children's interests and leads. They provide good levels of

help and interaction during activities.

Staff consult children about what they would like to do in the future and try to accommodate their ideas and suggestions. As a result, activities are well balanced and keep children's attention, because they reflect children's interests. Throughout the sessions, children engage in conversation with the staff, using and developing their communication skills effectively. Staff play alongside children and take every opportunity to chat to them about their school day and what they were doing. As a result, staff get to know each child very well. Children's creative development is encouraged well and children enjoy various types of art and craft activities within the club, practising some of the things they learn at school to develop useful skills.

In the field outside, the children enjoy running around, getting fresh air and exercise. Indoors they have opportunities to be active, or to sit and relax and chat in small groups. The good relationships between staff and children ensure children have a positive and enjoyable experience in the club. Staff have a good relationship with parents, who are kept well informed of the children's activities.

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

Children are safe and relaxed enjoying the club's welcoming environment. They relate well to staff who have a clear understanding of their individual care needs. Children use a good range of resources, and individual selection is encouraged. Staff members are well deployed to ensure good levels of supervision are provided for all children. This helps keep children safe.

Staff have good systems for behaviour management. Children behave well, are polite and respect the club rules because staff make these clear. Staff value children's views and opinions, which builds their confidence and self-respect. Staff explain the reasons for the rules and gently remind the children if they are doing something that could be unsafe. Children show concern for others, treat staff with respect and cooperate well during their play. They happily share and take turns.

During breakfast or teatime, the children sit together chatting to each other, and the staff chat with them. Children quickly settle into the routines of the club and staff work hard to provide a stimulating environment. Children enjoy playing outside daily in most weathers gaining a positive attitude to being outside.

Children are taught good hygiene routines and wash their hands after using the toilet and after messy play. However, not all children respond to reminders from staff to wash their hands before eating, which means hygiene practices are not fully effective. Most children have a good understanding of keeping healthy and safe, and respond well to staff expectations. They can have suitable drinks throughout the session if they feel thirsty. Staff understand the need to keep children safe and ensure children play in a safe, secure environment.

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

The staff implement the safeguarding and welfare requirements effectively. Thorough risk assessments are in place to protect children's well-being. Children are well supervised at all times, due to the good staff to child ratios. Staff ensure the premises are kept secure when the club is running. They implement policies and procedures effectively, including completing required documentation such as records to ensure children's health and safety needs are well met, and that they are well safeguarded.

Robust recruitment processes ensure that all staff undergo vetting checks and are cleared as suitable to work with children. All staff have a clear understanding of child protection issues. They are fully aware of the procedures to follow in the event of concerns about a child's welfare so as a result, children are well safeguarded. Management and staff are committed to providing good quality care for all children. Staff do not always check that children wash their hands thoroughly before eating, although children do so at other times through the session.

The managers and staff discuss the club's strengths and areas for development to ensure ongoing improvement. Since the last inspection, the club staff have taken full account of the previous recommendations given at the last inspection and improved the provision. The professional development of the staff team is promoted well by leaders, who show they have the ability to ensure continuous improvement takes place.

All children are included in the activities, and where necessary they are adapted to suit individual needs. Staff promote equality and diversity well. Parents are kept well informed about the club's routines and children's activities through information displayed on notice boards and through discussion with staff. They complete various consent forms and provide information about their children's health and welfare needs to ensure that all children are kept safe and healthy. The club staff have good links with the local school staff that children attend and information is shared well to ensure continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY316034
Local authority	Hampshire
Inspection number	843874
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	82
Name of provider	Crofton Out Of School Care Limited
Date of previous inspection	08/10/2009
Telephone number	07766861747

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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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