

# Southwell After School Club

Lowes Wong Junior School, Queen Street, SOUTHWELL, Nottinghamshire, NG25 0AA

<b>Inspection date</b>	02/12/2014
Previous inspection date	08/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 provide a wide range of stimulating activities that cover all seven areas of learning. As a result, children are highly engaged and enjoy their learning.
- The secure relationships between children and staff promote their positive well-being.
- Children are very well behaved as they are given clear guidance about what is acceptable behaviour and staff promote this well.
- Safeguarding is prioritised successfully. Staff are vigilant in maintaining consistent, effective safety and hygiene routines, which are supported by the effective maintenance of records and documents.
- Partnerships with parents and local schools are good and this promotes continuity of children's care. Consequently, children's needs are well met and they continue to develop their knowledge and skills.

### It is not yet outstanding because

- Staff do not always maximise opportunities to encourage children to make healthy choices for their snack to promote further understanding of the importance of healthy lifestyles.
- Occasionally, staff do not provide opportunities to fully promote children's sense of responsibility and independence skills.

## 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 attended the collection of children from school with two members of staff.
- The inspector observed activities indoors in all areas of the club.
- The inspector looked at children's assessment records and a range of other documentation. This was discussed with staff at regular intervals.
- The inspector checked evidence of suitability of staff working with children and the club's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from written feedback provided.

## Inspector

Tracy Hopkins

## Full report

### Information about the setting

Southwell After School Club was registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates on the school site of Lowes Wong Junior School in a designated portacabin room within the school in Southwell, Nottinghamshire. There are currently 97 children on roll, nine of whom are within the early years age range. Children come from the local and wider communities. The club is open each weekday from 7.45am to 8.45am and from 3.25pm to 6pm during school term times. During the school holidays, the club operates between the hours of 8.30am and 5.30pm. The club is closed in the last two weeks of the summer holidays and during the Christmas holiday period. All children share access to an enclosed outdoor play area. The club employs five members of staff, who work directly with the children. Of whom, four hold appropriate early years qualifications. The club receives support from the local authority.

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

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

- encourage children to make healthy choices, for example, when they choose their snack, so that their growing understanding of how to keep themselves healthy is further promoted
  
- during snack times, extend opportunities for children's sense of responsibility and independence to be consistently well promoted, for example, by encouraging children to pour their own water and help prepare their fruit.

### Inspection judgements

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

Staff provide children with a warm and friendly welcome as they escort them from school into the club. They support younger children to follow routines, such as where to put their belongings and invite them to join others at the snack table. Consequently, children become familiar with the routines and gain confidence with staff and other children attending. This supports their personal, social and emotional development. Staff gather information from parents and teachers about children's capabilities, likes and dislikes, when they first start at the club. This enables staff to complement the learning that takes place in school. Children are involved with all aspects of the club and this includes choosing activities and the resources, which they would like to play with. The activities that they choose are things, which they are interested in. The learning they experience is very relevant to them. As a result, children have a direct impact on their own learning.

Staff observe children to find out what they like to play with. This enables staff to complement what the children enjoy and plan a range of interesting and creative activities for them to access. Children thoroughly enjoy the range of creative activities that are on offer and engage with deep concentration. They are skilfully supported by the enthusiastic staff, who effectively question the children while they explore different materials. This supports the development of children's critical thinking skills. Staff join in children's play and encourage them to express their ideas and listen to the opinions of others. Children's contributions are valued as staff talk to them in small groups and take time to listen to what they say. Consequently, children develop confidence to communicate in small groups and learn to take account of others different ideas and opinions, developing the skills for future learning.

Staff provide a strong link between parents and teachers, ensuring that all information is successfully passed on. They go to the reception class to collect children and take the time to speak with teachers to find out how they have been during the day. Staff communicate any significant information to parents when they collect their children, to ensure continuity of care. Parents are successfully informed about their child's achievements through daily discussions. This helps them to support their learning at home. As a result, the progression of children's learning and development is supported well.

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

Staff recognise that some children need to rest and relax after the school day while others need to be active as they have lots of energy to burn off. They provide a range of activities and experiences that meet these needs and they are deployed well to support all children. There is an effective key-person system in place that encourages children to build secure relationships with the staff. This promotes children's strong emotional well-being in readiness for their future learning. Children are confident learners and either ask for support when needed or play happily independently. During bad weather or on dark evenings, staff ensure there is the space available indoors for children to exert themselves physically and move around energetically. Children thoroughly enjoy a game of 'hide-and-seek' in the dark as they manoeuvre around and negotiate space. Furthermore, having two playrooms means that children can access some quiet space while this activity takes place, supporting their individual choices.

Staff encourage children to manage their own personal needs. For example, they remove their shoes and hang up their coats when they arrive. Additionally, they follow good hygiene routines as they wash their own hands before eating their snack. Children are offered snack when they arrive at the club, they sit in social groups and talk about their day at school. Children are sociable and chat happily showing that they enjoy their time at the club. However, staff do not always maximise opportunities to talk to children about the food choices that they are making at snack, as they choose cakes rather than fruit. This means that children are not always supported to boost their understanding of the importance of developing healthy eating habits. Older children show independence during snack as they pour drinks and wipe tables. However, at times, staff do not always consistently promote younger children's growing sense of responsibility and ability to do things for themselves. For example, they do not support them to contribute to pouring

their drinks or tidying away.

Staff use daily risk assessments to identify and minimise potential risks. Children are provided with opportunities to manage their own risk and deal with challenge, for example, as they learn to use scissors and tools with safety. Children learn about the importance of road safety as they cross the car park on their way from school. As a result, children learn to take sensible risks in their play and keep themselves safe. Children show their consideration for others as they share and take turns during activities. Any unwanted behaviour is calmly dealt with by staff, while positive actions are praised and encouraged. In addition, children and staff talk about what is acceptable behaviour and they have been involved in devising the club rules. Consequently, children are learning about the expectations of how to behave and how to support each other.

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

Staff effectively assess any hazards and minimise the risks identified to ensure that the premises, toys and resources continue to be suitable for use. Staff are familiar with the procedures to follow and the steps to take to report any concerns about the well-being or safety of children. This includes the use of mobile telephones and cameras. All staff hold a current paediatric first-aid certificate and are able to administer first aid in the event of an emergency. As a result, children are safeguarded and protected. The manager encourages staff to undertake training to develop their skills and knowledge, for example, regarding safeguarding and food safety, to improve the outcomes for children.

The management team have a strong drive for improvement and have worked well to meet all the actions and recommendations from the last inspection. Attendance records show the time children attend and ensures that the ratio requirements are met, so they are effectively safeguarded. The development of contractual information clearly identifies the children's medical and dietary requirements. As a result, children's welfare is assured. Effective procedures for safe recruitment and clear staff policies and procedures ensure they are suitable for their role. Additionally, all staff have completed appropriate checks to ensure their suitability to work with children. All of this ensures children's safety is promoted.

Efficient systems are in place for staff reviews and regular supervision. The manager has effective systems for monitoring policies and procedures and for ensuring that all staff develop a secure knowledge and understanding of these. Strong reflection on all aspects of the club means that practice is continually evolving and improving. Parents' views are also welcome and they are given annual feedback forms to complete with any concerns or suggests for improvement. Children's views are also important to the staff and they take time to listen to them and incorporate their interests into future plans for equipment and resources. Staff share information with parents daily about what the children have been doing and they offer regular newsletters to inform them of future activities and relevant information. As a result, children benefit from a smooth move between school, home and 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

<b>Unique reference number</b>	EY411686
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	875464
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Southwell Afterschool Club CIC
<b>Date of previous inspection</b>	08/08/2011
<b>Telephone number</b>	01636813432

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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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