

Casa Club

St Joan's Hall, St. Polycarps RC Primary School, Waverley Lane, Farnham, Surrey, GU9 8BQ

Inspection date	09/12/2014
Previous inspection date	31/03/2009

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

- The club manager successfully drives improvement due to his confident and positive leadership skills that effectively influence staff practice.
- Children are provided with a welcoming, relaxed and friendly environment that successfully promotes and extends their social skills.
- Staff work together well as a team, and with parents and the school, to meet children's individual needs.
- Children are motivated in their play and enjoy being at the club due to the good range of activities, and the opportunities they have to make choices during their play.

It is not yet outstanding because

- The range of indoor and outdoor resources available, for children attending the after school club, do not always extend their physical skills and provide them with challenge.

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 and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision, in the hall.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Casa Club registered in 2006. It is one of four out-of-school clubs registered under the same private organisation. The after-school club operates from St Joan's Hall at Polycarps Roman Catholic Primary School in Farnham, Surrey. The club is on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. Children use the main hall and committee room, and share access to secure outdoor play areas. All children presently attending come from the adjoining school. There are currently 70 children aged from four years to under eight years on roll, of whom ten are in the early years age group. The club is open each weekday from 7.45am to 8.45 and 3.15pm until 6pm, term time only. It also operates from Monday to Friday during all school holidays from 8am to 6pm, excluding bank holidays. There are nine staff available to work with the children. Of these, three have an appropriate qualification at the equivalent National Vocational Qualification level 2 or 3. The setting 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:

- extend the range of indoor and outdoor resources available for children attending the after school club to further promote their physical skills and provide them with challenge.

Inspection judgements

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

Staff know children well. They work closely with the school, parents and as a team to meet children's individual needs. The provision strives to involve parents in activities and events. Since the last inspection, they have introduced a family camping weekend in the school. During the inspection, parents said, 'The activities are good and my family really enjoyed an annual camping event on the field in the school'. Parents are kept fully informed about the range of activities available to their children. They receive regular newsletters and have access to a 'day book' with details of the activities, which is made accessible for them to look at when they collect their children.

Staff fully embrace the choices that children make during their play. They have a flexible approach to planning and support children well during activities. For example, when children choose to practise gymnastic movements they have learnt in school. Staff provide children with a varied range of activities that motivate them during their play. For example, children make reindeer cakes and explore media, such as a mixture of corn flour and water, known as 'gloop'. They often play imaginatively with role play resources, cars and dinosaurs, and build constructions using train sets and bricks, both indoors and

outdoors. Staff fully develop children's ability to listen, follow instructions and be confident to speak in group situations. They praise children's efforts, and provide support and reassurance where required. Despite the large size of the group, staff are observant and responsive to children's feelings and behaviour. As a result, children are successfully supported in working through any issues of minor conflict.

Staff build on children's interests and ideas, and incorporate their suggestions into planning. For example, children ask to make Christmas cards and use interactive games on the computer. They make sure they obtain related resources and tell children when the activities will take place. Consequently, children feel part of the club. The provision employs two additional staff who run sports activities three times a week. Consequently, children's physical skills are developed during team games of football and hockey. Children can choose to play outdoors throughout each session until it becomes dark. During holiday clubs all children enjoy parachute games. However, staff do not always provide children with a wide range of indoor and outdoor resources for them to freely choose during their play that challenge and extend their physical abilities.

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

Children move smoothly between the school and the out-of-school provision. Staff successfully help children to settle and feel secure when they arrive. They collect younger children from their classrooms, and share information with teachers about how children have been during the day. Staff encourage children to talk about how they feel when they arrive at the provision. They provide pictures of footballs which children place on a board under 'Happy' or 'Sad', and ask questions that enable children to express their feelings. Children form secure emotional attachments with staff, and are well behaved. Staff talk to parents and the school to agree and discuss methods used to manage children's behaviour, so children are provided with a consistent approach. Children form firm friendships and often choose to spend time quietly talking and with other children of different ages. They show confidence and independence as they initiate their own games. Children are provided with a very welcoming and inclusive environment, and enjoy being at the clubs. This is due to the positive encouragement from staff who enter into the spirit of children's play. They show interest in what children choose to do, and fully support them to develop good friendships and social skills. There is generally a good range of resources that promote children's independence and motivation during their play. Children particularly enjoy playing with dinosaurs, cars and the pretend kitchen and laugh as they join in adult-led team games.

Children's good health is fully promoted. They are provided with healthy food and drink, and show good independence as they wash their hands before eating. Staff are particularly vigilant in adhering to children's individual dietary needs to prevent the risk of any allergic reaction. Children learn about their own safety because staff regularly remind them of the rules, which children help to create. Children are all fully included in activities. Staff share information with parents and discuss children's individual play plans before children start to attend. Each year, the provision organises fundraising events for a chosen charity to help children learn about the needs of others. This year children donated

doughnuts and sold them to other children in the school, came to the club dressed in pyjamas and raised money at a family barbeque. Staff plan activities in conjunction with the school that help children to learn about different cultural and religious celebrations.

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

Staff have appropriate checks completed and there are always at least two members of staff at the breakfast, after school and holiday clubs with first-aid qualifications. There are robust recruitment and induction procedures in place. All staff complete child protection training within the first six months of being employed. The manager regularly asks questions during team meetings to ensure procedures are effectively implemented in practice. Consequently, staff have a secure knowledge and understanding of how to safeguard children's welfare. Staff use risk assessments effectively to reduce hazards and maintain children's safety. There is a good ratio of staff to children which the provider has maintained since recent changes to requirements for out-of-school provision. This means that children's individual needs are effectively met, and they are well supervised and kept safe when playing both indoors and outdoors.

The manager provides staff with an excellent role model due to his positive communication with children and parents. He has gradually developed his skills since he first started working at the club as a volunteer six years ago. He has a very enthusiastic approach and a sound understanding of the Early Years Foundation Stage. He uses this knowledge to effectively monitor activities and planning as he works as part of the staff team. He is currently completing a playwork qualification to continue his professional development. This year he has also completed leadership and management training. This has given him the confidence and expertise to bring staff together to discuss their practice. As a result, staff have improved their interaction with children and developed their ability to work effectively as a team. Staff attend a wide variety of training through the local authority. Since the last inspection, the provider has organised team training events across the organisation. This includes going through company policies and procedures, including safeguarding procedures. During the two training days staff put new knowledge into practice through working with children for short periods in the holiday club. For example, staff initiate games of 'traffic lights' to develop children's listening skills, and plan arts and craft activities. This training enables staff to share knowledge and gain confidence. All staff receive regular supervision and continue to receive annual appraisals that develop their practice. The manager works closely with the owner of the provision to discuss and evaluate staff performance, and consider ways to further improve the club.

The manager's calm, confident and enthusiastic approach has a positive influence on staff practice. Consequently, staff work well as team to maintain the good quality of the provision and meet children's individual needs. There are well-focused improvement plans in place. The manager makes very good use of use monthly team meetings to introduce detailed objectives and guidance to drive improvement. Since the last inspection, he has adapted and simplified activity planning documents. Consequently, staff have adopted a

more flexible approach that allows children to choose what they want to do. This includes the option to take part in adult-led activities. He has also successfully sought staff feedback about the success of activities to identify how they can be improved. He monitors how staff evaluate and record ideas to adapt future activities, so that outcomes for children continuously improve. This also includes any aspects related to risks to children's safety. Recommendations made at the last inspection have been met. Despite recent changes in early years assessment requirements, staff continue to observe, promote and extend children's learning in all activities. Partnership is good. Staff establish good two-way communication with teachers in the school to meet children's individual needs, and reduce any gaps in their learning and development. As a result, children receive continuity in their care and learning. Parents and the headteacher of the school where the provision is based speak highly of the provision.

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
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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	EY334033
Local authority	Surrey
Inspection number	828237
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	70
Name of provider	Janet Katherine McGuigan
Date of previous inspection	31/03/2009
Telephone number	01252 727 000

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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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