

# Henrys Afterschool Club

Horfield C of E School, Bishop Manor Road, Westbury-on-Trym, Bristol, BS10 5BD

<b>Inspection date</b>	11/12/2014
Previous inspection date	08/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children enjoy their time at Henry's After School Club. They participate in a range of activities and they have good relationships with staff.
- The provider has addressed the weaknesses and breaches of requirements that were found at the last inspection. The staff, manager and provider are working well together to drive improvement.

### It is not yet good because

- The records of children's hours of attendance are not always completed. This is a requirement of registration.
- Performance management arrangements are not fully embedded to ensure that staff benefit from support, coaching and training to help them improve their practice.
- Planning of routines and activities does not fully consider the individual needs and interests of the children and relies too heavily on child-initiated play.
- The provider relies on feedback from parents, children and other agencies to identify areas for improvement rather than carrying out their own evaluation of their strengths and weaknesses.

## 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 main playroom, the school hall and the playground.
- The inspector looked at documentation including the safeguarding policy, attendance registers and staff files.
- The inspector had discussions with staff, the manager and a member of the managing organisation and spoke with children.
- The inspector spoke to two parents and took account of their views.
- The inspector conducted a joint observation with the manager.

## Inspector

Sarah Haylett

## Full report

### Information about the setting

Henry's After School Club was first established in 2001 but re-registered in 2004. The club is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained room within the grounds of Horfield C of E School in Bristol. Children have access to a main playroom and toilet facilities. Children also use the school playing field and the school hall. The club is open Monday to Friday during term time from 15:15 to 18:00 hours. There are currently 132 children on roll, of whom 9 are in The Early Years Foundation Stage. All children attend Horfield C of E School. Henry's After School Club is managed a parent committee. Currently there are six permanent members of staff who work directly with the children, five of whom have appropriate qualifications and experience in childcare. The club is affiliated to Bristol Association for Neighbourhood Day Care (BAND) and benefits from close links with the school.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person. This is with particular reference to children's departure times each day.

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

- fully embed performance management arrangements to support staff if improving their knowledge, understanding and practice
- review staffing arrangements to ensure they meet the individual needs of all children. In particular, consider how sessions and activities are planned to ensure each child's interests and needs are considered
- regularly reflect on practice to ensure that strengths and weaknesses are identified and inform plans for improvement.

## Inspection judgements

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

Children and parents comment that children enjoy their time at Henry's After School Club. A variety of activities are provided each day, such as craft activities, ping pong and playing with the Wii. Children appreciate choosing what they would like to do. This builds their independence and increases their engagement with the activities on offer. However, planning does not take children's individual needs and interests into account and there are limited adult-led activities. Staff do not provide alternative activities to capture the interest of children who do not engage or do not initiate their own purposeful play. This can result in some children not fully participating.

Staff support and encourage children in their play and this contributes to children's learning. For example, staff help children in agreeing how they will decorate cardboard Christmas trees and in exploring different ways to use the materials. Children have recently enjoyed a reptile party, when they were able to touch and learn about different reptiles, aiding them in learning about the world around them. Children's emerging literacy skills are supported through them adding information to the notice board explaining what activities are being provided and through staff encouraging them in writing their own stories.

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

The safeguarding policy is well understood by staff and they know the steps to follow should they have concerns about a child, meaning children are safeguarded. However the register does not always include the time children leave the club. This is a requirement of registration on the early years register and both the compulsory and voluntary parts of the general childcare register.

Each child has a key person and bonds are evident between children and staff. Children co-operate well with each other to make decisions, such as choosing which film to watch and how to complete a joint craft activity. However the key person does not fully consider each child's individual needs and they rely too heavily on children knowing what they would like to do rather than planning routines and activities to meet children's interests and needs. This results in some children becoming bored or engaging in unsafe play when they have to wait for activities to begin.

Children are encouraged to take responsibility in relation to their own safety by signing in and out when they go to play outside or in the hall. The emergency evacuation procedure is regularly practiced to ensure children are familiar with it, which helps ensure their safety. Staff complete daily checks to ensure that any hazards have been minimised or eliminated and risk assessments are completed when new activities are introduced.

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

Two monitoring visits have been completed as a result of the last inspection where the judgement was inadequate. The provider has taken action to meet the notice to improve

and welfare requirements notice that were raised as a result of the last inspection. These actions have included appointing a suitably qualified and experienced manager, implementing robust recruitment procedures, complaints procedures and safeguarding procedures, introducing new arrangements for performance management and reviewing and updating risk assessments. As a result, the provider is now meeting these requirements. However, there are no systems in place for the provider to evaluate the quality of the provision to help them identify areas for improvement. This means that provider has not identified that the registers are not accurately completed and that there is room for improvement in relation to how children's individual needs are met.

Although there have been recent changes in staffing, the staff group work well as a team. Recruitment procedures are robust. Inductions are completed for new staff to help them get to know the setting, the children and the school premises. However they do not yet have links in place with children's teachers to help them in meeting children's individual needs. Arrangements for performance management are in place, however they are in their infancy. This means staff do not have the opportunity to reflect on how to improve practice. Staff benefit from regular training, including safeguarding training.

The provider actively seeks the views of parents and children and seeks to implement any suggestions for improvement. For example, children suggested they should have a movie night, where they watch a film together and this now happens each week. The provider takes account of the views of parents, for example they are planning to publish a rolling menu on the website as a result of feedback that parents do not know what food the children are given. The website has recently been updated and includes access to a termly newsletter, which keeps parents updated about any changes.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the General childcare register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the General childcare register).

## 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>	EY289325
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	995834
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	0
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Henrys Afterschool Playscheme
<b>Date of previous inspection</b>	08/05/2014
<b>Telephone number</b>	0117 3772499

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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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