

# East Anton After School Club

Endeavour Primary School, East Anton Farm Road, ANDOVER, Hampshire, SP11 6RD

## Inspection date

Previous inspection date

15/12/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional needs.
- Staff help children to learn about healthy lifestyles by giving them healthy snacks and daily opportunities to access the outdoor areas.
- The safeguarding of children is good. Staff know the procedures to follow in the event of a concern about a child. Safety is maintained because the premises are safe and staff are vigilant.
- Partnership with the school ensures that staff have a good knowledge of the children that attend and are able to ensure that each child receives high levels of support.
- Management regularly evaluate the club by seeking views from the children and parents so they can enhance outcomes for children.

### It is not yet outstanding because

- Children's self-esteem and confidence are not maximised, as there are few opportunities for children to show their work, awards and achievements.
- Staff do not always maximise opportunities to share information with parents to make sure they are fully aware of their children's experiences and activities at 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 observed activities in the indoor areas used by children.
- The inspector spoke to the co-ordinator, staff and children throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety, and discussed the setting's self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sharon Palmer

## Full report

### Information about the setting

East Anton After School Club registered in 2011 and is privately managed by Hampshire & Isle of White Youth Options. The club operates from Endeavour Primary School, in Andover, Hampshire. Children have access to the main hall and classrooms within the school and have regular access to the outdoor areas and playing fields. East Anton After School Club is open each weekday for the breakfast club 8.00am until 9.00am and in the afternoon from 3.30pm to 6.00pm, term time only. There are currently 37 children on roll, of whom six are within the early years age group. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs four members of staff. The manager holds a degree in early years, the co-ordinator has an early years qualification at level 4 and two assistants hold early years qualifications at levels 3 and 2.

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

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

- strengthen children's self-esteem and confidence further by demonstrating to others how much children's work, awards and achievements are valued
- maximise opportunities to share information with parents so they are fully aware of children's experiences and the activities they are involved in.

### Inspection judgements

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

Children are happy and play well together during their time at the club. Children have access to a wide range of activities and resources that complement their learning at school. Attentive staff support the children well. The arrangement of the available materials and activities allow children to rest quietly or engage in more active games. This helps to stimulate children's independent learning because the children make choices about what they would like to do. Consequently, they are interested in what they are doing and become absorbed in play, which helps them develop the skills that they need for the next stages of their learning. The staff gain information from parent's about their children's interests and prior knowledge when children first start at the club. In addition, children receive support in their learning and development as staff and teachers have many valuable opportunities to discuss the individual needs of children. Children are confident to approach the staff, as staff work closely together to support the children in their care by regular exchanges of information. Staff maintain information about children's interests and activities in journals. However, opportunities to exchange information are not

always maximised. As a result, parent's are not always sure what activities their children experience or the snacks provided.

Children seem secure and motivated in their learning because the interactions offered by staff are good. They also offer a wide range of activities to support the children's interests. Older and younger children play well together as the activities provided by staff meet the individual needs of all children. For example, they support younger children to write in their cards by phonetically pronouncing the letter and using the action signs to reinforce the letter that they are writing. This helps to develop and enhance children's literacy which supports what the children are already learning at school. Children receive full support in what they are doing, as staff play alongside the children and offer sensitive guidance or reassurance. Children are fully involved in their learning as they contribute to the planning of activities by writing their preferences or expressing their ideas. They listen and respond to instructions from staff and are confident to ask for resources that they want to play with. As a result, children play and learn in a stimulating environment.

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

Children feel secure because they develop relationships with staff that are friendly and caring. They select resources for themselves from wide variety provided. This helps to develop children's confidence and independence and enables them to make choices. Children enjoy creating their own pieces of art work. Children get regular praise for their achievements by staff. However, there is no designated area for children to display their work, awards or achievements to further boost their sense of belonging. Children are encouraged to play games which involve turn-taking and to tidy away toys when they have finished with them. This helps children to learn about cooperation and the skills needed to work together as a team. Children have their emotional well-being fully supported because the staff team deploy themselves effectively. They show a genuine interest in the children, listening attentively and swiftly helping to meet their individual needs. This helps to develop a calm and supportive environment. Children are valued as staff listen to them attentively giving them regular praise, which actively encourages the children to have a go. Therefore, as a result children's behaviour is good because they follow clear instructions and boundaries set by staff.

Parents comment that their children are happy at the club and that they would recommend it to others. As a result, the staff's positive relationships and activities with the children support their development ensuring that the children are emotionally happy during their time at the club. The club encourages children to understand the benefit of healthy lifestyles. Children have regular access to the outside area and independently put on their coats prior to going outside. Staff reinforce good hygiene routines with the children through regular hand washing prior to eating. Children enjoy a light healthy snack of wraps with vegetables, such as cucumber. This helps children to learn about being healthy.

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

**provision**

Overall, staff have a clear understanding of the Early Years Foundation Stage, which means that children are supported to make good progress that complements their learning from school. The co-ordinator and staff team work closely together to ensure that the club operates effectively and meets the needs of the children that attend. Staff understand the policies and procedures fully and are effective in ensuring the smooth running of the club. All areas used by the children are safe and suitable because staff spend time checking and completing risk assessments prior to children attending. There is always at least two first aiders on site to deal with accidents and these are recorded and signed by parents. Staff clearly explain how they would deal with concerns that relate to child protection and understand their safeguarding responsibilities. The co-ordinator regularly reviews accidents and completes regular timed headcounts to ensure that children's safety is paramount at all times.

The co-ordinator demonstrates that recruitment procedures are robust because all new members of staff are subject to suitability checks. This includes obtaining a Disclosure and Barring Service check, viewing certificates, obtaining suitable references and verifying identities. The co-ordinator monitors staff's ongoing suitability as staff have a thorough induction and observations which inform the clubs appraisal and staff training.

The club has put in place thorough systems for self-evaluation. They have identified their strengths and areas of improvement and involve the parents and children through online surveys and by feedback forms to find out what the children enjoyed. This information is regularly reviewed and helps to update the clubs action and strategic plan. Therefore, the club is actively improving their practice to offer good outcomes for the children that attend.

**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>	EY438918
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	772323
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Youth Options
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01264310458

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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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