

Stonehouse After School Club

Red Lodge, Park Infant School, Elm Road, Stonehouse, Gloucestershire, GL10 2NP

Inspection date	12/01/2015
Previous inspection date	04/07/2012

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

- Caring staff know each child well and support them through conversation, play and care so children feel safe and happy at the club.
- Children enjoy interesting activities and resources which complement children's interests because experienced staff understand how children learn through play.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety.
- Good partnerships with parents, the children's centre and school promote continuity of children's care and children's learning and well-being.

It is not yet outstanding because

- There are few examples of children's own work and photographs within the younger age playroom to further enhance their sense of self and belonging.
- Staff do not always use everyday activities, such as snack time, to further develop younger children's 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 observed staff interactions with children engaged in activities in two play rooms.
- The inspector held discussions with the manager, the staff and children attending the after school club.
- The inspector sampled the provider's documentation including risk assessments, self-evaluation, children's records and planning.
- The inspector took account of the views of parents, as expressed verbally and in writing.
- The inspector checked evidence of suitability checks and qualifications of staff working with children.

Inspector

Jan Harvey

Full report

Information about the setting

Stonehouse After School Club registered in 2003 and operates from premises attached to Park Infant School, in Stonehouse, Gloucestershire. The club uses three rooms, a kitchen, toilets and an office. There is a fully enclosed hard surface area in front of the building for outdoor play and there is use of the junior school hall, playing fields and playgrounds. The club serves the local community and is managed by a voluntary management committee. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club is registered to provide care for 40 children aged between four and eight years. There are currently 30 children on roll. Of these, seven children are in the early years age range. Children attend for a variety of sessions. The club opens from 7.15am to 9am and from 3.15pm to 6pm, Monday to Friday, during school term times. It is also open between 8.30am and 6pm during some school holidays. The club supports children with special educational needs and/or disabilities and those who learn English as an additional language. There are six members of staff working with the children. Two staff hold a level 3 qualification in childcare and two hold a level two qualification. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- extend the use of children's own work and photographs within the setting to further enhance their sense of self and belonging, particularly in the younger playroom
- encourage younger children to further develop their independence skills during snack times, for example by allowing them to pour their own drinks.

Inspection judgements

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

Staff form good relationships with the children and, as result, children are happy, engage well in activities and are well behaved. The quality of teaching is good as staff follow and extend children's individual interests and needs, which supports their future learning. Staff effectively promote children's development as they have a secure knowledge and understanding of how children learn. They provide children with a good variety of interesting and challenging activities across all seven areas of learning.

Children demonstrate that they are actively engaged in their own learning. For example, children show high levels of concentration and perseverance as they take part in a computer activity. Younger children explore the sounds of an electric organ and begin to make their own music. Staff ask children what they would like to do throughout the

session to make sure their views and opinions are valued. Children give their ideas freely for future planning, such as favourite film themes. Staff effectively plan for these and provide materials to extend their ideas. For example, children design family coats of arms, create winter pictures and explore the properties of ice cubes.

The environment is welcoming, very clean and has a wide range of resources for children to choose. Staff make good use of the space available to them. Younger children have opportunities to develop their exploratory skills as staff provide interesting creative activities. For example, children explored baked bean and spaghetti play to develop physical and mark making skills.

Staff use good conversations in play effectively to contribute to children's learning. For example, children develop their confidence and imagination as they play with staff pretending to go on a journey. Younger children demonstrate their emerging phonic knowledge with staff as they sound out different letters in their name. Children display characteristics of effective learning as they solve problems and persevere at their chosen activities. The key person system allows experienced staff to focus on young children's individual needs and to monitor the progress they are making in more detail. This enables them to plan focused next steps in key areas. For example, staff share information about children's learning with parents and teachers. As a result, they plan relevant games and activities to strengthen shape recognition and mathematical skills.

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

Staff promote children's emotional well-being effectively. Children have good relationships with the friendly, caring staff. They encourage younger children to settle quickly with cuddles and smiles, they take time to talk to them and ensure they feel secure. They quickly notice and act when children are occasionally not involved in activities and need support or company. Staff are good role models who encourage good manners and consideration of others. They remind children of the rules they helped the children to draw up, and talk about adding new ones if it is appropriate. As a result, children's behaviour is very good as they play well together, take turns and share.

There is a wide range of age-appropriate activities and resources coupled with soft, cosy facilities to create a warm and friendly atmosphere for those children who wish to relax away from others. Younger and older children initially separate to eat and relax and then can choose wherever they wish to play, indoors or outside. Staff create a homely atmosphere to support their all-round development. However, for younger children using the playroom shared with the on-site children's centre, there are few examples of children's own work and photographs to further enhance their sense of self and belonging. Parents spoken to at the time of the inspection comment on how much they appreciate what the staff do in complementing the children's school learning. For example, staff support children with homework and spellings. Parents say their children enjoy attending the club and often do not want to leave at the end of the session.

Staff encourage children to be independent and manage their own personal needs. Children hang up their own coats and bags and wash their own hands ready to eat. Staff provide a range of nutritious snacks to choose from and fresh drinking water is freely available. This promotes the importance of a healthy diet and lifestyle. Snack times are calm, sociable occasions where children choose what they would like to eat and the

amount. This promotes their self-confidence and helps them to develop their self-help skills. However, staff do not fully promote children's independence in this area by involving them in preparing their own snacks, pouring their own drinks or clearing up afterwards. Staff know the children very well and liaise with parents and teaching staff at the school and children's centre, particularly during their initial visits to the club. This helps form effective links between the club, school and parents to promote consistency of care and to support to children's development and well-being.

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

Experienced staff show a good understanding of the welfare requirements of the Early Years Foundation Stage and meet them well. Each member of staff is fully aware of their role and responsibilities with regard to protecting children from abuse and neglect, with management taking training in advanced safeguarding procedures. Robust recruitment systems ensure that all staff are suitable to work with children. Since the last inspection, thorough risk assessments identify potential hazards to children and steps taken to minimise them. For example, while children are walking to the club through the busy school car park, the car park gates are closed and children know the strict safety rules. All staff have are suitably trained in first aid. Staff deployment is effective, which ensures that children are safe and supervised at all times.

Staff understand their responsibilities to meet the learning and development requirements. They provide good care and a range of activities that complement the children's school day based on their capabilities and interests. This ensures children are making progress in key areas. Monitoring and evaluation of the educational programmes ensure all areas of learning are covered.

The dedicated management team strives for continuous improvement to support children's achievements over time and develop the quality of the service. They ensure staff, parents and children are included in the settings evaluation and practice is adapted as a result of reflection. For example, parent's complete questionnaires and children have a 'wish fish' they can write on for resource ideas.

The staff team are enthusiastic, motivated and work well. They have recently started a national quality assurance programme to strengthen the setting still further. Staff supervision and performance management systems have been improved with regular appraisals and peer observations. Along with staff attending regular training and workshops to learn new skills, this means the club is always evolving and improving for the benefit of the children.

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

Unique reference number	EY272191
Local authority	Gloucestershire
Inspection number	814628
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	40
Number of children on roll	47
Name of provider	Stonehouse After School Club Committee
Date of previous inspection	04/07/2012
Telephone number	01453 792152

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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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