

# Harnham After School Club



Harnham C of E Junior School, Saxon Road, SALISBURY, SP2 8JZ

<b>Inspection date</b>	3 March 2015
Previous inspection date	2 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not link closely enough with staff in the schools children attend, to share information about children's individual learning needs.
- Although there is a member of staff with a paediatric first aid qualification, management have not given sufficient consideration as to how this person can always respond to emergencies quickly enough to fully support children's welfare.
- Staff do not provide enough books or reading materials, or create comfortable areas where children can relax and enjoy reading.
- Arrangements for self-evaluation are not fully effective in ensuring the provider always takes action to address identified improvements for children.

### It has the following strengths

- Children learn to behave well and gain an awareness of how to consider and respect the needs of others attending the club. They discuss attitudes and behaviour to help create a happy and welcoming play environment. They receive consistent support and encouragement from staff, which helps them to feel proud of their achievements.
- Staff recruitment and vetting procedures are thorough. The manager completes checks and reviews these annually, updating them as necessary, to ensure staff continue to be suitable to work with children.
- Staff help children to become increasingly independent. They involve children in the daily risk assessments, which helps children learn how to minimise risks.

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

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

- increase links with teaching staff at schools children attend, to enable better information sharing about children's learning and development needs
- ensure a paediatric trained first aider is available to respond quickly to emergencies, taking into consideration the layout and use of the premises.

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

- provide more opportunities for children to relax, be comfortable and enjoy books
- develop effective systems for self-evaluation, to help ensure continuous improvements are made.

## **Inspection activities**

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector held meetings at appropriate times with the registered person/ manager.
- The inspector looked at planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

## **Inspector**

Samantha Powis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children are happy and enjoy their time at the club. They make choices in what they play with, as many toys and resources are easily accessible. Staff interact well with children and provide them with fun activities that are generally appropriate to their age. For example, children explore shape and colour as they dip their hands in the paint to create their own pictures. However, staff do not find out enough about children's individual learning and development needs from staff at the school. This means they do not know whether their input meets children's specific learning needs to extend and build on their existing skills. Children use their imaginations as they play with the small world toys. Staff chat to children and become involved in their play. They encourage children to talk about their activities, helping them gain confidence in communicating. However, staff do not provide a comfortable and relaxed space to encourage and capture children's interest in books and reading. Staff gain information from parents about children's interests when they first start, and share details about children's experiences at the club with parents each day.

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

Staff respect children's interests, which helps children to feel valued and important. For example, when parents arrive to collect a child who is deeply involved in making a model, staff place the model on a shelf to keep it safe so the child can continue with it when they next attend. This gives children a strong sense of pride and achievement because they are able to complete their activities to their own satisfaction. Children have a key person. This helps them to feel safe and secure because the familiar member of staff is there to meet them from school and talk about their day. Children benefit from daily opportunities to play outdoors and engage in physical activities, which support their health. Staff are effectively deployed to ensure children receive appropriate supervision in their play. The provider ensures that one member of staff has completed paediatric first-aid training. However, they have not fully considered the layout of the premises and how they use the areas to ensure this person can respond to medical emergencies quickly.

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

All staff attend training on safeguarding and child protection. This means that as a team, they are confident in policies and procedures to help them deal promptly with any concerns. The manager actively seeks feedback from children and parents to help evaluate the provision. Staff meet regularly to discuss practice and identify areas for improvement. However, the manager does not always take action to address issues. For example, they have identified that improving links with the school will help them to better support children's learning needs, but they have not made changes to support this.

## Setting details

<b>Unique reference number</b>	EY439363
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	816772
<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>	30
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Sharon Lisa Korbey
<b>Date of previous inspection</b>	2 May 2012
<b>Telephone number</b>	07544499288

Harnham After School Club registered in 2011. It operates from Harnham Junior School, in a residential area on the outskirts of Salisbury in Wiltshire. The club operates from a mobile classroom in the grounds of the school, with access to toilet facilities within the school building. Children have use of the playground and playing field areas. The club is open each weekday during term time from 3.05pm to 6pm, and during some school holidays, dependent on need. The club employs six staff. The manager holds a level 3 qualification in play work, three staff hold a level 2 qualification, and the remaining two members staff are unqualified.

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