

# Grover Out of School Club

Bedgrove Infant School, Ingram Avenue, Aylesbury, Buckinghamshire, HP21 9DJ



## Inspection date

6 May 2015

Previous inspection date

4 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a good variety of resources and activities to promote all developmental areas.
- The key-person system is strong as staff have good relationships with children and plan activities that reflect their abilities and interests.
- Staff promote positive behaviour very well. They use the same strategies as the linked schools and share information about very good behaviour with the teachers. This provides consistency for the children. As a result, they learn to behave well.
- Staff form close relationships with parents, which helps them to provide strong continuity in children's care and development.
- The manager and staff have a good understanding of what to do if they have a concern about a child's welfare. This helps to keep children safe.

### It is not yet outstanding because:

- Staff do not use every opportunity to encourage children's self-helps skills, such as pouring their own drinks.

## What the setting needs to do to improve further

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

- maximise children's opportunities to enhance their self-helps skills, such as pouring their own drinks.

### Inspection activities

- The inspector observed children's activities, indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, suitability records, policies and procedures, and learning and development.

### Inspector

Helen Porter

## Inspection findings

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

Staff provide stimulating resources and activities, which help children continue to learn as they have fun and play after their day at school. For example, staff provide whiteboards and pens, and a small group of children pretend to be teachers carrying out lessons. Older children engage younger children in their play as they develop good coordination skills in a game of football. Staff provide plenty of resources, such as dolls and pushchairs, which encourage children to take part in imaginative play together. They communicate closely with parents to gain understanding of children's individual needs. They use the shared information well to support children's preferred play interests. For example, staff provide trains for children and help them to problem solve as they design train tracks.

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

Staff visit the children in their school classes before they join the club. This helps children to settle in quickly and effectively. They promote children's healthy lifestyles well as they provide healthy meals and plenty of access to the outside environments. Staff encourage children to wash their hands to promote good hygiene practices. However, they do not take all opportunities to challenge children's independence. For example, children do not routinely pour their own drinks of water. Staff raise children's awareness of potential risks to help them learn how to keep themselves safe. For example, children say that they must not go into the kitchen as there is hot food in there. Staff have formed strong links with the local schools and share plenty of information to help to provide smooth moves from school to the club.

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

The staff team is well qualified and established. This helps them to work well together to monitor and support each child's needs. The manager follows robust recruitment and vetting procedures to help to check the suitability of staff working with the children. She strongly encourages staff to continue their professional development, which helps to improve the outcomes for children. The manager meets with staff regularly to monitor their performance. This helps her to improve the quality of their practice as she identifies further training and support needed. The manager has a strong drive to improve the provision. She uses good techniques, such as questionnaires for both parents and children to seek their views and suggestions.

## Setting details

<b>Unique reference number</b>	140922
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	846560
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Grover Out of School Club Ltd
<b>Date of previous inspection</b>	4 November 2008
<b>Telephone number</b>	07879 876830

The Grover Out of School Club registered in 2000. It operates from Bedgrove Infant School hall, in Aylesbury, Buckinghamshire. The club opens five days a week and offers breakfast and after school facilities during term time. A play scheme operates from 7.30am to 6.00pm in the holidays. There are nine staff members who work with the children, of whom eight hold relevant qualifications at level 2 or level 3.

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