

# The Afterschool Club Ltd

Mill End & District Community Association, Church Lane, Mill End, Rickmansworth,  
Hertfordshire, WD3 8HD



## Inspection date

Previous inspection date

23 November 2015

20 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children have high levels of self-esteem. They independently explore the environment and decide what they like to do. Staff are good role models. They join in with children's play and are consistent in delivering key messages, such as how to treat each other with respect.
- Children are provided with a wide range of good quality resources. These are regularly checked to make sure that they continue to be suitable for children's use. Staff have created a pictorial book showing resources that are in the storage areas. This helps children to know what is available for them and they confidently ask for favourite items.
- Children have the opportunity to enjoy fresh air and exercise every day. During fine weather they enjoy visits to a nearby field for team games and physical play.
- Children freely choose between playing in the well-resourced indoor area and playing outdoors. They particularly enjoy riding bikes outdoors and taking part in group activities, such as dancing and group games.
- There is a strong partnership with parents. They speak highly of the service provided and say that their children are always asking to come to the setting.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to exchange relevant information about children with all the schools they attend.

## What the setting needs to do to improve further

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

- strengthen the two-way communication with schools that children attend in order to share more detailed information about children's needs and skills.

### Inspection activities

- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector observed activities that the children engaged in, both indoors and outdoors.
- The inspector held a meeting with provider. She looked at a sample of the policies and procedures, including the safeguarding policy. She also looked at the documents related to the suitability and qualifications of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are clear about their roles and responsibilities to safeguard children. They know the procedures to follow if they are concerned about children's well-being. The provider follows a good recruitment and vetting procedure. This helps her to ensure that staff are suitable to be with children. The provider carries out regular supervision meetings. She effectively checks staff performance and together they explore ways to promote their professional development. The staff team work together well. They safely collect children from school and have good relationships with parents. Staff understand the need to have close links with children's teachers. However, they do not always share pertinent information to further support and reinforce children's learning from school in the fun-based activities. Staff welcome feedback from parents and children. They take into account their comments when evaluating the quality of the service. Changes to the provision are made to benefit the children who attend. For example, a den area has been created so that children can use this space for exploration and imaginative play.

### Quality of teaching, learning and assessment is good

The staff team organise the play space well. For example, imaginative play areas are set out with resources that appeal to younger children. They enjoy visiting the pretend cafe and play happily together. Staff are good role models. Good interactions help children to extend their thoughts and ideas. Staff adapt activities to appeal to all ages of children attending. Children enjoy their play and they are busy throughout the session. They express their own ideas when designing and decorating models to take home. They confidently describe their creations, smiling and laughing together. Children regularly take part in creative activities. They make complex models from beads and join in with cooking activities. Children make friends through play. They invite each other to join favourite activities, such as imaginative play and computer games. Older children copy the adults' interactions with younger children. For example, they patiently show them how to use complex equipment to make their models and children develop a strong sense of responsibility.

### Personal development, behaviour and welfare are good

Children say that they enjoy coming to the club and making new friends. They also say that the adults are very welcoming and that they feel safe. A well-established key-person system helps children to form strong, secure emotional attachments. New children are provided with a buddy from their school to help them become familiar with the routine. Staff praise children for their efforts. They have recently reviewed their behaviour policy with positive impact. Children listen well to staff, share and take turns in play, such as when they are involved in computer games. Children enjoy the tea provided by staff, such as beans on toast or hotdogs. They are developing a good awareness of keeping safe. Through play and planned activities, children discuss how to keep themselves safe. For example, role play leads into discussions about keeping safe near hot drinks when they are at home. Children learn about the wider world when they walk to and from school.

## Setting details

<b>Unique reference number</b>	EY356000
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	857494
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	55
<b>Number of children on roll</b>	65
<b>Name of provider</b>	The Afterschool Club Ltd
<b>Date of previous inspection</b>	20 October 2011
<b>Telephone number</b>	01923 773938

The Afterschool Club Ltd was registered in 2007. It is one of three provisions operated by the provider. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.30am to 9am and from 3pm to 6pm.

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