

# Feltham Hill Grasshoppers After School Care Scheme



Feltham Hill Junior School, Ashford Road, Feltham, Middlesex, TW13 4QP

**Inspection date** 12 January 2016  
Previous inspection date 10 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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

- Staff organise a variety of additional experiences. For example, children go on trips to the park and attend drama, music and sports workshops to promote their social, creative and physical skills, and their understanding of the wider world.
- The manager has a strong induction procedure in place to support staff in their duties. Staff appreciate support from a more experienced and trained mentor to help them adjust to their new employment, as well as during training.
- The staff develop good relationships with the school. For example, they share topic planning with teachers to help extend what the children learn at school. Staff attend some training at the school and liaise with teachers to support children's well-being.
- Staff help children to behave well. For example, staff focus on reminding children how to behave in a positive way and implement consistent behavioural strategies so children understand the boundaries.

### It is not yet outstanding because:

- At times, staff do not reinforce children's awareness of their own and others' safety.
- Staff do not always organise the sessions as well as possible to reflect the preferences of children who like to spend much of their time outdoors.

## 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 understanding of how to consider their own and others' safety
- extend opportunities for those children who prefer to play outdoors.

### Inspection activities

- The inspector observed staff interacting with children.
- The inspector spoke to parents, staff and children.
- The inspector reviewed a sample of documentation.
- The inspector and manager participated in a leadership and management meeting.

### Inspector

Genevieve Mackenzie

## Inspection findings

### Effectiveness of the leadership and management is good

The manager works closely with staff to monitor their performance and identify any training needs. Staff have a good knowledge of child development. For example, the manager organises an exchange programme for staff to attend other settings to share good practice. Staff attend regular training and the manager encourages them to gain qualifications. Parents are happy with the care their children receive; they find staff approachable and the communication from the setting to be very good. Safeguarding is effective. Staff implement good safeguarding procedures and understand how to identify child protection concerns. The management team reviews and follows comprehensive policies and procedures, to keep updated with legislative changes and safer recruitment practices. The manager evaluates the quality of the provision to target areas for improvement. For example, as part of the self-evaluation process, she identified that some children need additional support when arriving at the club. Staff have implemented a reading corner and read to younger children on arrival to help them settle more easily.

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

Children choose from a broad range of accessible resources to complement their learning at school. Children mainly engage in self-chosen activities, but staff plan with the children to ensure they meet their needs and some of their interests. Children interact and communicate well with each other during play. For example, as children acted out a story with puppets, they described what they were doing and used imaginative voices when playing their parts in the story. Children learn to take turns and share amicably through games, such as card games. Staff encourage children to be independent. For example, they encourage children to make their own afternoon tea.

### Personal development, behaviour and welfare are good

Staff supervise children well. They observe children closely to support and help them when they need assistance during activities. Staff promote children's well-being effectively. For example, they praise children while they play games or draw pictures to encourage them and help them build their self-esteem. In addition, the key-person system helps children to develop strong relationships with staff. Staff promote children's understanding of diversity well. For example, their 'All About Me' topic means children celebrate the cultures and home languages of all those who attend. Children learn to value the differences and similarities between themselves and others. Although children do not have free access to the outdoor area, staff always provide an opportunity during each session for outdoor play. During this time, children develop their physical skills through playing games, such as football.

## Setting details

<b>Unique reference number</b>	116244
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	840043
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Feltham Hill Grasshoppers After School Care Scheme Committee
<b>Date of previous inspection</b>	10 May 2012
<b>Telephone number</b>	0208 890 4823

Feltham Hill Grasshoppers After School Care Scheme registered in 1997. It is located at Feltham Hill Junior School, in the London Borough of Hounslow. The club is open each weekday from 3.15pm to 6pm during school term times and from 8am to 5.45pm during the Easter and summer holidays. Four members of staff hold qualifications at level 3 and two members of staff hold qualifications at level 2.

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