

# Abacus After School Club

Benhurst Primary School, Benhurst Avenue, HORNCHURCH, Essex, RM12 4QS



## Inspection date

25 February 2016

Previous inspection date

19 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- Staff promote exceptional partnerships with both parents/carers and the school to provide a very high level of consistent practices and quality of care for all children attending.
- The very committed and dedicated management and staff team works tirelessly to make continuous improvements in the pursuit of excellence.
- Reflective practice is highly effective because it builds on the views of everyone involved in the club, including children, staff, parents and teachers in the school. Their views, opinions and ideas are carefully gathered and used to make changes, then evaluated to make sure improvements are effective and fully benefit the children.
- Staff know children extremely well. They provide a programme for the individual child to help them to flourish in a familiar environment to their full potential.
- Children's behaviour is exemplary. They show extreme care and compassion towards their peers. They help, guide and include all other children in the club, demonstrating the positive influence that the staff team has on their social skills.
- Staff provide children with an excellent activities programme that fully supports and underpins their learning and progress. They acknowledge this is something they do not have to do but see it as part of their commitment to doing the very best for the children in their care.
- Children are extremely confident in their play environment. They motivate each other to try new experiences. They show awe and wonder when they achieve something for the first time, sharing their pride with staff and their friends. Their emotional well-being is highly promoted.

## What the setting needs to do to improve further

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

- extend the already excellent communication with the school, so that all those involved with children contribute significantly to checking on how well they are doing.

### Inspection activities

- The inspector completed a joint observation with the provider.
- The inspector observed activities, both inside and outside.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Claire Parnell

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Management and staff are highly ambitious and strive for perfection. They eagerly listen to advice, implement changes quickly and observe children's reactions. Children, parents, staff and teachers have an active voice in evaluating how effective changes are. Management use these views to tweak practices with new plans for increasing the work with the host school to further strengthen the outcomes for children. Staff show a true commitment to improving their skills. They eagerly participate in training to develop professional knowledge and qualifications. Arrangements for safeguarding are effective. Staff have a robust knowledge of procedures to follow. They attend regular training within the setting, with other settings and as part of the school's training programme. Staff know the importance of working alongside others to highly promote the ongoing welfare of children. Children's individuality is highly celebrated. Staff value children's backgrounds and act as very positive role models. Staff actively support each other, value opinions and professional judgements.

### **Quality of teaching, learning and assessment is outstanding**

Children's achievements are exceptionally well celebrated. Staff demonstrate a strong understanding of how children learn and how their skills underpin their progress in all areas of learning. Staff carefully find out what interests children and assess what they can already do. They then plan activities that engage, stimulate and motivate children's enjoyment and thinking. Staff use information from the school to create experiences to consolidate children's learning. Children make excellent use of the out-of-school environment. Children have fun and show enthusiasm and excitement in all activities. They are strongly engaged in their play. Children receive high levels of positive interaction from staff to help them make decisions and become independent in their play. Children access a wealth of resources that provides challenges, such as learning to skip with a rope. They persevere, with staff giving them high levels of encouragement, explanations and demonstrations, so that they continue trying until they have gained the skills to share with others.

### **Personal development, behaviour and welfare are outstanding**

Children show a great deal of determination, confidence, independence and intrigue. They are not afraid to question and strive for an answer. They have a very strong sense of safety. Children show an awareness of space and how their play can affect others' safety. For example, children who are playing football stop to allow others to scooter past. Children's physical well-being is highly promoted. They cannot wait to go outside to play, using equipment very effectively and developing new skills that help to promote their self-esteem. They share their achievements by showing others and encouraging them to try. For example, children learn to balance on scooters, showing others how they lift their leg higher. Staff are extremely effective key persons. They work tirelessly to provide consistent care for children, especially those who are new to the setting. They share information to make the transition between school and the club an effortless one. This helps to support children's emotional readiness for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY376538
<b>Local authority</b>	Havering
<b>Inspection number</b>	1024394
<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 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Sharon Williams and Kayley Harrington Partnership
<b>Date of previous inspection</b>	19 November 2008
<b>Telephone number</b>	07903 708 764

Abacus After School Club was registered in 2008. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and 3.30pm until 6pm.

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