

Aqueduct After Hours

Aqueduct Community Centre, Majestic Way, TELFORD, Shropshire, TF4 3RB



Inspection date

11 May 2016

Previous inspection date

24 July 2012

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		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers are highly motivated and strive for excellence and continuous improvement. This is reinforced through a passionate and committed attitude towards their coordinated working practices in supporting children's welfare and development.
- Staff have high expectations of what each child can achieve in their learning and development. The manager has developed effective systems to check the progress children make in their learning. This provides them with an in-depth view of the educational programmes.
- Staff consistently use the setting's effective systems to observe children's play and plan for the next steps in their learning. Consequently, teaching is of good quality.
- Children benefit from successful communication methods used to involve parents and the nearby school in the setting's experiences. Staff take every opportunity to involve parents in their child's daily care. They regularly share ideas with parents about how they can develop their child's active learning at home.
- Strong partnerships with other professionals ensure that all children receive continuity in their care and prompt support when needed. This means that children who have special educational needs or disability receive excellent levels of support. They are involved in all activities and make continual improvement in their development.

It is not yet outstanding because:

- Some staff are not as highly skilled as others in guiding children's learning as they play.
- Children's next steps in learning are not always shared effectively enough with all staff so they too can provide very good learning experiences that help children achieve rapid progress.

What the setting needs to do to improve further

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

- help staff to engage in a more timely way in children's play so that children are provided with more opportunities to investigate their own ideas and increase their problem-solving skills
- share information more effectively with all staff who support children's learning so they can support children more effectively to make rapid progress in their development.

Inspection activities

- The inspector carried out a joint observation with the pre-school manager and discussed the effectiveness of supervision and monitoring of practice with leaders.
- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector held meetings with the provider and the management team. She also had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation, including the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. The quality of teaching is monitored and staff supervision sessions are used to discuss how they can enhance experiences offered to children. Two staff are currently studying towards a foundation degree. They use their recently learned knowledge and skills to promote continual improvements in staff's practice. The arrangements for safeguarding are effective. The provider and leaders fully understand their responsibilities to respond to any concerns about a child's welfare. Staff are familiar with local safeguarding procedures. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

Staff provide a wide range of play experiences based on children's learning needs. They effectively promote children's early literacy and communication skills during small-group activities. Children learn to link sounds with the letters they recognise. The most able children are challenged to write familiar letters, using the sounds that they already know. Children are encouraged to recognise their own names in print and are beginning to read other labels in the environment. Children who speak English as an additional language are well supported due to the extremely close relationships built with their parents. Children enjoy discovering a planting area outdoors. They learn new words and concepts as staff interact purposefully with them. Children investigate mud. They are helped to make sense of what they know about the world. Staff use open-ended questions and allow time for children to think and respond.

Personal development, behaviour and welfare are good

Leaders place a high priority on reinforcing children's emotional well-being. Children build secure and meaningful relationships with their key person. All staff are deployed effectively to ensure ratios are always maintained. This promotes consistency and enables staff to build positive relationships with individual children. Children's sense of belonging is reinforced. They feel secure to explore and investigate their surroundings and make good progress. Children who attend after school, share their daily news with others. They develop confidence in speaking in a group. They learn to respect others and their listening skills are promoted as they take turns. Children have the opportunity for outdoor learning, in the well-organised area. This promotes their good health, well-being and physical skills.

Outcomes for children are good

The manager monitors children's progress in order to respond to emerging needs and prioritise learning for particular groups of children. This ensures that all children make good progress in their learning and development, depending on their starting points and capabilities. Those children who receive funded early education are supported to achieve well. All children have confidence in their own abilities and demonstrate a 'have a go' attitude to learning. Staff model the use of language to extend children's vocabulary and promote understanding. Children gain the necessary skills and knowledge they will need when they move on to school.

Setting details

Unique reference number	EY443299
Local authority	Telford & Wrekin
Inspection number	1042289
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 14
Total number of places	32
Number of children on roll	100
Name of provider	Pauline Winifred Binks
Date of previous inspection	24 July 2012
Telephone number	01952872636

Aqueduct After Hours was registered in 2012. The setting employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The setting operates a pre-school, out-of-school club and holiday club from the premises. They open from 7.30am until 6pm, Monday to Friday, during term time. Holiday club provision operates through most main school holidays and school closures. The setting provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language and children who have special educational needs or disability.

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