

<b>Inspection date</b>	16 August 2016
Previous inspection date	20 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- The out-of-school club effectively provides a safe haven and respite environment for children who have special educational needs or disability and their families.
- The manager and staff team are committed to providing a high-quality service. They have worked hard to raise standards since the last inspection. Self-evaluation effectively includes the views of staff, parents and children to drive continual improvements.
- Staff have a very caring approach and continually promote children's emotional well-being. They consider children's interests, enthusiasms and capabilities and plan activities to suit the needs of the wide age range of children attending the club.
- Children learn to adopt healthy lifestyles. They relish the opportunity to move freely between the indoor and outdoor environments. Children have plenty of opportunities to be physically active. They learn about the importance of eating food that is good for them.
- Staff have developed strong partnerships with parents. Key persons and parents effectively exchange important information to promote continuity and successfully meet children's individual care needs.

### It is not yet outstanding because:

- Information gathered from the Reception teachers at the schools the children attend, is not yet comprehensive enough to enable staff to fully complement children's engagement and enjoyment of activities.
- The arrangements for supervision and support of staff are not yet fully embedded to raise the quality of all staff practice to the highest level.

## What the setting needs to do to improve further

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

- gather more precise information about what children are enjoying and achieving at school and use this to complement activities in the club
- build on current arrangements for staff support and supervision and identify ways to raise the good standard of practice to even higher levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's enjoyment of activities.
- The inspector carried out a joint observation with the manager, who also is the nominated person.
- The inspector held discussions, at appropriate times, with the manager, staff and children.
- The inspector viewed a sample of children's records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the club.

### Inspector

Patricia Champion

## Inspection findings

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

Arrangements for safeguarding are effective. Staff understand their responsibilities to safeguard and promote the welfare of children. They know the appropriate local authority procedures to follow if they are worried about a child's welfare. The thorough recruitment and vetting procedures ensure that all staff and volunteers are suitable to work with children. The one-to-one ratios and staff deployment are well organised. Staff are vigilant about the security and safety of children. Risk assessments and daily checks are carried out in respect of the premises and the equipment. Staff follow clear guidelines to ensure that no unauthorised use of mobile phones and cameras occurs in the club. Management and staff are suitably qualified in their roles and some have extensive experience. Self-evaluation is accurate. Plans for the future are well targeted to ensure the service continues to meet the needs of children and families in the local and wider communities. Staff continually liaise with external agencies to ensure that all children who have special educational needs or disability get the additional support they need.

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

Children are cared for by enthusiastic adults, who spend their time supporting and chatting with children. They ensure that the provision is inclusive and all children are able to participate and enjoy the activities. Staff show a real interest in each individual. They encourage children to develop a 'can do' attitude so that they build on their skills and develop new interests. Plenty of opportunities are offered for children to use all their senses. For example, regular cooking sessions are held and children take part in gardening and messy-play activities. Children can safely develop their physical skills and explore different sensations, such as textures, coloured lights or sounds in the sensory room. Activities are also planned to link with traditional events and the cultural calendar so children learn about differences and similarities in the world around them. Staff talk with parents each day. They display notices in a prominent position and offer a website, written newsletters and open days to ensure parents are kept well informed about the planned activities.

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

Children clearly enjoy their time in the club and develop warm relationships with the staff. The key persons work directly with children at all times, providing them with continuity and security. They encourage children to develop useful independence skills and gain confidence in social situations. Children enjoy spending time with each other. They listen to each other, taking turns in games and sharing the materials they are using. Children are developing an appropriate sense of safety. They regularly practise fire drills so they can swiftly evacuate the premises in the event of an emergency. Children understand the safety rules because staff explain to them about dangers and the possible consequences. Children's positive behaviour is rewarded with lots of praise and encouragement. Staff have clear behaviour management strategies in place and effectively work with parents to provide stability for children.

## Setting details

<b>Unique reference number</b>	EY449023
<b>Local authority</b>	Essex
<b>Inspection number</b>	1041601
<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 - 18
<b>Total number of places</b>	26
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Share Committee
<b>Registered person unique reference number</b>	RP520371
<b>Date of previous inspection</b>	20 February 2013
<b>Telephone number</b>	01268 521691

SHARE was registered in 2012 and is run by the committee of a registered charity. The out-of-school club employs 19 members of childcare staff. Of these, one member of staff holds an early years degree at level 6, two staff hold a qualification at level 4, one member of staff holds a qualification at level 3 and seven staff hold a qualification at level 2. There are also regular volunteers who work with children. The club opens from Monday to Friday, during the school holidays and on Saturday throughout the year. Sessions are from 10am until 3pm. The club also opens on Tuesday and Thursday, during school term time, from 3pm to 7pm. It supports children who have special educational needs or disability.

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