

Horsell Village After School Club



The Parish Institute, High Street, Horsell, Woking, Surrey, GU21 4SS

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| Inspection date | 4 October 2016 |
| Previous inspection date | 5 February 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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

- Staff encourage children in their play and enable them to develop their skills. Children enjoy sports and craft activities with their friends and build on their physical, social and creative skills.
- The committee and manager use effective recruitment, induction and mentoring processes to check and maintain staff's ongoing suitability to work with the children.
- Children understand and follow the rules of the club, and cooperate well with the staff. They are happy, settled and have developed good friendships. Their behaviour is good and children's individual achievements are celebrated.
- Partnerships with parents are strong. For example, staff exchange information with parents on a daily basis, to enable them to be fully aware of children's activities and to provide continuity of children's care.

It is not yet outstanding because:

- The manager does not involve all staff in evaluating the effectiveness of the provision to help identify further ways to build on the good provision.
- During large group activities staff miss opportunities to build on children's interests to increase their engagement and enjoyment.

What the setting needs to do to improve further

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

- involve all those caring directly for children and the committee in the self-evaluation process, to identify ways to improve the provision further
- create more opportunities to build on children's individual interests during large group activities.

Inspection activities

- The inspector observed the children's play activities and carried out a joint observation with the manager.
- The inspector spoke to a selection of parents and took their views into consideration.
- The inspector spoke to staff at appropriate times during the inspection and asked questions regarding safeguarding practice and children's care.
- The inspector viewed all areas of the premises used by the children.
- The inspector spoke to the manager about the systems used to review and evaluate the provision.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive regular training so that they know how to protect children's welfare. For example, staff have completed child protection training and are confident about signs and symptoms that may indicate a child is at risk of harm. They know how to report any concerns. Staff are well deployed and supervise children's activities to help keep them safe. The manager and deputy manager frequently observe staff as they interact and play with children. They give staff good opportunities to improve their skills through training and coaching. Staff have established effective links with the school children attend. This helps to provide children with consistency in their care and to ensure that their experiences in the club complement those they have in school.

Quality of teaching, learning and assessment is good

Children enjoy their time at the club and have opportunities to participate in a good range of interesting activities such as arts and crafts and talent shows. The large outdoor area and skilled staff provide children with very good opportunities for enjoying different sports such as football. All children enjoy the activities on offer and are well occupied in activities that support their different ages and stages of development. For example, some children like planting seeds and playing outdoors, while others enjoy playing board games with staff.

Personal development, behaviour and welfare are good

Staff safely escort children into the club and record their attendance on arrival. Staff are good role models and teach children to treat each other with respect. They encourage positive behaviour successfully, for example by using praise and encouragement. Staff teach children good hygiene practices and enable them to develop a good awareness of their own safety. For example, staff remind children to wash their hands and highlight potential safety risks. Children enjoy healthy snacks. Children enjoy being physically active and develop their agility well, for example as they join in outdoor ball games.

Setting details

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| Unique reference number | 120266 |
| Local authority | Surrey |
| Inspection number | 1054465 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 4 - 7 |
| Total number of places | 28 |
| Number of children on roll | 13 |
| Name of registered person | The Horsell Village After School Club Limited |
| Registered person unique reference number | RP902384 |
| Date of previous inspection | 5 February 2013 |
| Telephone number | 0776 0342 139 |

Horsell Village After School Club opened in 1999. The club operates from the Parish Institute building in the village of Horsell, on the outskirts of Woking town centre in Surrey. The club serves the local area and children are collected from the village school by club staff. The club operates on Monday to Friday during term time only and is open from 3pm to 6pm. There are eight staff who work with the children, four of whom hold relevant qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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