

<b>Inspection date</b>	21 November 2016
Previous inspection date	22 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff have good partnerships with parents, which helps to provide continuity of care for children. They share activities with them that children can do at home, such as a sewing activity.
- The manager and staff know the children well. They support children's developing self-esteem effectively. For example, staff offer praise and support children's emotional well-being.
- Children learn about healthy eating choices and the effect of food on their bodies.
- The manager and staff keep up to date with legislation and new practice in many ways. For example, the manager visits other settings to help develop her practice further.
- The manager and staff have a good understanding of all children's needs, including those who have special educational needs and those learning English as an additional language. They take positive steps to ensure that their needs are fully met.
- Staff make effective use of the area available. Children are happy and independent. They are motivated and engaged in activities for long periods of time.

### It is not yet outstanding because:

- The manager and staff do not provide enough opportunities for children to follow their interest in information technology.
- The manager and staff do not fully involve children in evaluating the quality of the provision or seek their views when trying to identify ways to improve their experiences at the club.

## What the setting needs to do to improve further

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

- provide more opportunities for children to follow their interest in information and communication technology
- involve children in evaluating the quality of the provision and activities to help identify areas for further development and improve their experiences at the club.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff know what to do if they have a concern about children's welfare and who to contact. The manager carries out a daily risk assessment to minimise any potential risks. Children are cared for in a secure environment. For example, the door is locked and only people recognised by staff can gain entry. Partnerships with the school are effective. For example, the staff speak to teachers about any concerns or issues that have happened during the children's day and share any other relevant information. This helps to provide continuity for children. The manager supports staff effectively and identifies any training needs. For example, after attending training staff are now better able to plan activities that motivate children to join in.

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

The manager and staff provide resources and equipment that motivate children's interest. For example, children enjoy completing sewing activities using different animal shapes. Staff interact well with them as they explain how thread is used to sew. Staff support children in their growing confidence and to take responsibility for tasks. For example, after snack, staff encourage children to put their own dishes in the correct place. Staff develop caring attachments with children as they chat, talk and join in with their play. The environment is welcoming to children and parents. Staff engage with children and meet their individual needs and interests. They ask children challenging questions and encourage them to think for themselves. Children play games and take turns with their friends. They have good opportunities to extend their physical skills. For example, they make effective use of the large outdoor playground.

### Personal development, behaviour and welfare are good

The manager and staff help to develop children's understanding of how to keep safe in several ways. For example, children learn how to use outdoor equipment safely and understand how wet weather may affect the surfaces and make them slippery and dangerous. Staff take time to understand each child's likes and dislikes. They work with the children and parents from the beginning, which helps each child to be settled. Children become independent, for example, they choose their own resources. Their behaviour is good and they learn to share, take turns and respect others. Children play cooperatively and manage their own needs. For instance, they help themselves to water to drink and visit the toilet when they need to.

## Setting details

<b>Unique reference number</b>	EY233061
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1061661
<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>	60
<b>Number of children on roll</b>	300
<b>Name of registered person</b>	Action House Committee
<b>Registered person unique reference number</b>	RP520722
<b>Date of previous inspection</b>	22 January 2013
<b>Telephone number</b>	01306883547 or 07984 405474

Action House registered in 2002. It operates from St Paul's School in Dorking, Surrey. The after-school club operates from 3.10pm to 6pm from Monday to Friday during term time and operates during some school holidays. There are nine members of staff; of these, four hold an early years qualification at level 3 and two hold an early years qualification at level 2.

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