

Furley Park After School Club



Furley Park Primary School, Reed Crescent, Kingsnorth, Ashford, Kent
TN23 3PA

Inspection date	9 November 2018
Previous inspection date	4 March 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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

The provision is outstanding

- The dedicated management team have exceptionally high expectations and an impressive drive for improvement. They support and lead a skilled and extremely dedicated staff team. The enthusiastic staff work meticulously together to maintain the outstanding standards of care they offer.
- Staff support children's well-being extremely well. They are especially sensitive and caring, and offer limitless support and encouragement. Children benefit from these positive interactions, and show confidence and high levels of self-esteem.
- Staff maintain exceptionally strong partnerships with parents. Parents comment that staff give children a 'lot of time and attention' and that they 'tailor their interactions to meet children's needs'. Children talk about how they 'love to come' to the club.
- Staff show children high levels of respect and actively listen to them, so they feel exceptionally well valued. They confidently arrive at the club, where staff and their friends welcome them enthusiastically. Children develop highly impressive social skills and they behave exceptionally well. Children show respect and high levels of cooperation as they play with their peers.
- Staff work exceptionally closely with the school that children attend. Information they share helps to provide a consistent and highly effective approach to children's care and development.

What the setting needs to do to improve further

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

- build on the excellent programme of support given to children who speak English as an additional language to further encourage them to use their home language.

Inspection activities

- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector spoke to parents and children about aspects of the club and considered their views.
- The inspector viewed a range of documentation, including staff records and club policies.
- The inspector spoke to key people and looked at records for individual children.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The management team maintain vigorous recruitment procedures to ensure the suitability of staff from the start. They work exceptionally hard to maintain a highly effective induction process, which helps to ensure all staff are vigilant and dedicated to ensuring children are safe. The management team have a meticulous process in place to support and coach staff. The qualified manager works highly effectively with staff to reflect on and enhance their excellent skills. The management team maintain a culture of ongoing training, which helps staff make extremely positive changes to practice. For example, staff use knowledge and ideas gained from training to make highly effective changes to the layout of the environment. This enables children to have more choice in their play. The management team have comprehensive plans in place for continual improvement. They use a highly successful system to gain the views and suggestions of others to help them meticulously evaluate all aspects of practice and make significant changes when required. For example, the manager made immediate changes after parents commented that they were unsure of staff's details and their roles in the club. By adding further information to the parents' notice board and using regular newsletters, the manager ensures there is a consistent exchange of this information.

Quality of teaching, learning and assessment is outstanding

Children thoroughly enjoy their time at the club. On arrival, staff engage children immediately, as they independently choose from the vast selection of resources available. Staff build on children's developing language. For example, they listen carefully and consistently repeat and respond to children's words. The manager is planning to enhance opportunities to further encourage children to use their different home languages in the club. Staff skilfully question children in their play, which helps to extend children's interests and developing skills. For example, staff encourage children to work together and use their mathematical skills to compare sizes and count money as they play a board game. Staff gather a wide range of information from parents about children's abilities and interests when they join the club. They complete observations of children in their play and create an excellent record of what children do and achieve. Staff are highly reflective and use this information alongside children's comments and suggestions to plan an extremely exciting range of experiences. For example, children are thoroughly absorbed in using torches to explore the dark outside environment.

Personal development, behaviour and welfare are outstanding

Staff know the children and their families exceptionally well. A highly effective key-person system helps children to form excellent relationships with the staff and children of all ages. Children enjoy talking to and sharing their experiences with staff. They show they feel extremely safe and comfortable in their care. Children learn to manage their own behaviour extremely well. They enjoy playing with children of different ages and offer each other support with simple tasks. For example, children chat to each other and show their friends how to peel oranges at snack time. Staff make excellent use of opportunities to teach children how to manage their own safety. For example, children talk to each other about the club rules.

Setting details

Unique reference number	EY349879
Local authority	Kent
Inspection number	10070832
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	50
Number of children on roll	73
Name of registered person	Furley Park After School Club
Registered person unique reference number	RP901772
Date of previous inspection	4 March 2015
Telephone number	07948 443 720

Furley Park After School Club registered in 2007. The after school club operates from Furley Park Primary Academy in Ashford, Kent. The club is open Monday to Friday from 3.20pm to 5.45pm during term time only. It is one of several out-of-school clubs run by Kent Play Clubs. The provider employs nine members of staff, six of whom hold appropriate early years qualifications at level 2 or above.

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