

# Hart Plain After School

Inspection report for early years provision

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**Unique reference number** EY376140  
**Inspection date** 22/10/2008  
**Inspector** Anne Gunston

**Setting address** Cowplain School, Hart Plain Avenue, WATERLOOVILLE,  
Hampshire, PO8 8RY  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Hart Plain After School Club re-registered in 2008 when it transferred to premises on the campus of Cowplain Community School. It provides after school care for children attending Hart Plain Infant and Junior schools. The club is part of the Community Child Care Centres, a registered charity managed by a board of trustees. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for up to 24 children. It is the policy of the club to accept children from four years of age who are in full time education. Currently there are 17 children in total on roll. The setting operates from Monday to Friday, from 15:30 until 18:00, during term time only. Parents collecting children by car have parking facilities available. There are two staff employed to work with the children, both hold relevant early years qualifications.

## **Overall effectiveness of the early years provision**

The strong management structure of the setting constantly reviews the service they provide; they are successful in recognising where changes can have a positive effect on the outcomes for children. The methods used to communicate between the staff team and the schools that children attend, are currently informal. However, parents and the staff have good relationships. The setting obtains essential information concerning the children at the point of registration. The staff team update this by open and friendly discussion with parents on a daily basis, ensuring they have secure knowledge of children's individual needs. Children's unique characteristics are recognised and valued in this inclusive, welcoming environment.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop systems for assessing risks in the setting and on outings
- develop systems to share information on children's progress with others involved in provision of learning and development opportunities
- ensure children take part in regular fire drills.

## **The leadership and management of the early years provision**

The staff who work in this after school provision receive continual support from the management of the organisation. Their expertise is recognised and they are encouraged to take part in evaluating and developing the service they provide. Staff receive an annual appraisal of their performance and training is always supported and encouraged. Therefore, children benefit from being cared for by enthusiastic, committed individuals whose knowledge and childcare practice is constantly developing. There are well-established systems in place, which ensure that all adults who work with the children are suitable. The setting's policies and

procedures undergo regular review to ensure they reflect current legislation. The staff team are generally effective in implementing these; risk assessment records are in place. However, staff do not use these to record the checks they complete of the building, its grounds or potential risks to children walking from their respective schools. Children are safeguarded by the staff's practice each day; the environment is always secure and staff expect all callers to complete the visitors' book. There are established routines for evacuating the club in the event of a fire; however, these have lapsed since the setting's move to new premises. Staff have secure understanding of the procedures to follow should they have concerns about a child's welfare.

## **The quality and standards of the early years provision**

Children have excellent opportunities to be independent and select their own resources or activities at the club. They are completely at ease and take ownership of the routine, which is almost entirely dictated by them. Children have secure relationships with the staff team; they enjoy conversations and value staff's participation in the games and activities they choose. Staff are skilled at recognising when children wish to spend time alone and do not interrupt their concentration. When staff are more directly involved with the children they are animated and genuinely interested in what children have to say.

Children take part in wide ranging activities; they enthusiastically set up dens immediately on arrival or find a quiet corner to continue with artwork they have begun earlier in the day. Staff show sound understanding that children should be able to use their initiative and make decisions about how they spend their time at the club, after the structure of the school day. Children work well together in groups; they enjoy mixing with friends from their own school or forming new friendships with children from different schools. Staff give children the skills to interact and negotiate with others. For example, they affirm that all children have to do is say 'please pass the butter' and someone will then help them. Staff positively encourage children's independence and will ask children to assist them in practical tasks. For example, they expect children to return used plates and cups to the serving area. Children understand that there needs to be an agreed code of behaviour and take responsibility for reminding each other of the club rules, which staff explain and discuss with them when they first attend.

The staff team provide children with the knowledge of how to keep themselves safe at all times. Children are able to be active and energetic, playing ball games in the enclosed garden area, or indoors. They have occasional use of the tennis courts in the community school grounds. Staff do not inhibit children's enjoyment of activities; they offer timely reminders, for example, to put shoes on if running and think about where others are standing when hitting the ball. Staff promote children's good health and well-being consistently. Children receive a nutritionally balanced snack at the club; staff observe high levels of hygiene and safety when preparing this. Children thoroughly enjoy a selection of fruit, often in kebab form, or hot muffins with jam. They are able to choose from a range of fruit juices or water, which is available to them at all times. Staff wear disposable aprons and prompt children that it is essential to wash hands before eating. Children become competent

using simple tools, such as knives, when helping to prepare the snack under staff supervision. They design and make 3-D models using a wide range of materials and tools. They enjoy freedom to move between indoors and outdoors whenever they wish, have plenty of space for activities and opportunities for daily fresh air and exercise.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.