

# Village End After School Club

Inspection report for early years provision

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**Unique reference number** EY383966  
**Inspection date** 02/03/2009  
**Inspector** Anne Nicholson

**Setting address** All Saints Church Hall, London Road, Ascot, Berkshire, SL5 8DQ

**Telephone number** 01344 623668

**Email**

**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

Village End After School Club is privately owned and was registered in 2008. It is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. It comprises of a breakfast club, an after school club and a holiday play scheme, although currently only the after school club is operating. It operates from All Saints Church Hall, Ascot, Berkshire. The main hall, kitchen and toilet facilities are all used. A maximum of 26 children aged between three and eight years may attend the play scheme and after school club. In addition to this, children aged up to 13 years may also attend. The after school club is open during term time from 15:00 to 18:00. When operating, the breakfast clubs hours are between 07:30 to 08:50 and the holiday play-scheme between 07:30 to 18:00. Currently there are at least 13 children on roll. All children share access to a secure, enclosed outdoor play area. There are currently five staff who work with the children, two members of staff have suitable childcare qualifications and the other members of staff have relevant experience.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare, learning and development needs remain met through the provider's sound knowledge of the Early Years Foundation Stage (EYFS) and developing knowledge of how to implement the learning and development requirements, in order to meet their individual learning outcomes. The provider shares details with parents and obtains information from any local schools they collect children from. Children's individual needs are recorded on initial child contact sheets, including dietary or additional needs. Liaisons between the provider, parents and school ensure that a consistent approach is available. A basic self-evaluation process is undertaken by staff, highlighting how each session went and what further activities children require. The provider is also looking at areas where further development may be required to improve the outcomes for children in her care.

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

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

- improve staff's knowledge and understanding of the EYFS Learning and Development requirements to improve learning outcomes for children
- implement a system for gathering information about children's starting points and increase the use of observations and assessments to plan for children's individualised learning, to help them progress through the early learning goals
- ensure that good food hygiene practices are consistently followed, particularly at snack-times, ensuring that children do not eat food dropped on the floor
- ensure all staff promote the setting's expectations of appropriate behaviour and consistently reinforce these in a manner appropriate for children's stage

- of development and particular individual needs
- improve the use of self-evaluation and monitoring systems to identify the setting's strengths and prioritise areas where further development will enhance the quality of provision for all children

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

The manager builds upon her sound knowledge of the EYFS through undertaking additional training, for example, training on implementing the learning and development requirements. However, her staff's understanding is less secure and as yet informal observations are not recorded or used to plan for children's further developmental progression. The provision is aware of some of their strengths and weaknesses, as staff discuss how each session works and also what went well, however, as yet no formal self-evaluation is completed. Partnerships with parents are a strength of the setting. Parents supply relevant information about their children's needs and receive information about the setting's policies and procedures, to ensure they are aware of what is available. Parents report that their children are happy going to the setting and look forward to the days that they attend. Liaisons with parents and other agencies assist children with additional needs, through the use of consistent care approaches. However, all staff need to remain consistent in implementing this. Children are safeguarded, as staff undergoing vetting procedures and the premises remains secure whilst the session is in operation.

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

Children receive care from staff who are committed to developing their social, physical and economic well-being, regardless of need or background. They demonstrate an awareness of the welfare requirements and there are systems being implemented to identify areas of professional development for staff. Arrangements for safeguarding children are in place and regularly reviewed by the management; risk assessments are routinely completed, staff undergo vetting procedures and all resources are safe and suitable for the age range of children present. Children demonstrate good behaviour for the most part and generally receive clear instructions from staff on how to play safely with each other and sit properly when eating, although this is inconsistent amongst staff. They demonstrate an awareness of knowing 'right from wrong' and some try reinforcing this with their peers when they see them behaving inappropriately. For instance when some children observe a younger child cutting up another child's paper chain they ask him to stop and ask why. When the child does not stop, they get the manager involved to deal with this, although another staff member was close by. Inappropriate behaviour is generally observed and addressed by the manager and an area to address is ensuring that all staff present are consistent in promoting the setting's expectations of appropriate behaviour with the children.

Children learn good personal hygiene skills and routinely practice these whilst at the setting. On arrival they wash their hands prior to a snack and drink and then after participating in messy play or going to the toilet. They participate in putting

out the tables and chairs and laying the table ready for their cooked dinner. Children's confidence and self-esteem is boosted by being chosen to do this task or handing each child their dinner plate. They receive a variety of cooked meals throughout the week and enjoy sitting around the tables together to eat these, as it is seen as a social occasion. All children enjoyed these meals and were keen to share details of what their favourite meals would be. On a couple of occasions staff missed children sharing food or eating food that had dropped and this could affect children's health and does not promote good food hygiene practices.

Whilst at the setting children enjoy using the resources and equipment accessible to them. They participate in the planning by providing ideas and requests of what they would like to do. Children enjoy making paper aeroplanes and seeing how far they will fly. Staff supported this, by giving tips on how to modify their planes, to see if the children can get them to fly for longer or higher. A group of girls have fun working together, co-operating nicely, making a long paper-chain that they then try to use as a skipping rope, before realising that it would not be strong enough. Through children's participation in the initial planning, staff become aware of their likes and dislikes and this enables them to provide enjoyable and a varied range of activities. This supports children in making progress towards the early learning goals and the manager is planning to implement new forms to record their starting points, capabilities and interests to support this process.

Whilst at the setting, children are encouraged to complete their homework, assisted by staff who listen to them read and provide a listening ear whilst they work out their homework answers. Through completing homework at the setting and being encouraged to assist in tidying up after the session, it builds on their skills to be active and independent learners. During the year they take part in a number of activities and opportunities that increase their awareness of the wider world and cultural festivals; for Shrove Tuesday they enjoyed creating pancakes and filling them with either sugar, lemon, cream or fruit.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.

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.