

The In-Between Club

Inspection report for early years provision

Unique reference number 110201
Inspection date 10/11/2009
Inspector Christine Clint

Setting address The Avenue Pavillion, The Avenue, Petersfield, Hampshire,
GU31 4JQ
Telephone number 01730231030
Email southacre@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The In-Between Club has been registered since 2000. It is managed by a parent committee and provides after school care for children aged between four and eleven years. The club meets weekdays during term time, between 3pm and 6pm, in the pavilion which is situated close to the centre of Petersfield in Hampshire. The accommodation has a main hall and a smaller room, a kitchen and cloakroom facilities. Children use the adjacent playing field for outside activities. The club staff collect children from two local schools and walk with them to the club. There are currently 61 children on roll, of these 15 are in the early years age group. The club employs eight members of staff, five of whom have qualifications in child care and early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The after school club is thriving and children across all age ranges show interest and enthusiasm for the activities on offer. Staff are continually attentive to meet the children's individual needs, they show a strong knowledge of children's own preferences and their daily routines. The manager has a broad range of experience and sound understanding of the regulations. She has included many changes since taking responsibility for the club and she is continuing to develop all systems for organising the provision.

What steps need to be taken to improve provision further?

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

- continue to improve the assessment records for children's development in the early years age range and ensure that these show the links with parents and other carers
- continue to review the written policies and procedures to meet the current regulations.

The effectiveness of leadership and management of the early years provision

The manager and staff show strong team work and a clear understanding of their individual roles to maintain children's safety. They meet to prepare the setting in advance and have fully organised and timed routines for collecting children from the local schools. All children and staff wear fluorescent bands whilst walking and children learn about road safety from the good example that staff show. They walk together in a line and sensibly wait for staff to lead them before and after crossing the road. Staff continually talk to the younger children about road safety and encourage their awareness and understanding. Staff show sound experience and knowledge of the club's responsibility to safeguard children; there are policies and

procedures in place and these are currently being reviewed. Staff supervise children fully whilst they play outside and all children wear the fluorescent bands to enable staff to monitor their movements as the light fades; they continue to have access to outdoors during all of the time the club is open.

The club provides a wide variety of resources to meet children's individual preference for play after school and activities are prepared within the setting. Staff do not fully plan in advance but have a large store cupboard and children can choose activities; although to maintain their safety, children do not have free access. The manager is currently planning to include photographs of resources to remind children of the equipment and encourage them to use all available resources. Children are confident and well settled and they continually ask staff for help, for example, they decide to make dens and staff provide covers to place over the tables and cushions to make the den comfortable. There are some rules and children know that computer games are not played all the time, they ask staff for permission and learn to take turns. The club is a relaxed and sociable setting where children make their own decisions about activities and about eating snacks and having drinks. The records for individual children are fully in place and all documentation meets the regulatory requirements. There is very thorough information to ensure that children's individual health and dietary needs are met and that all staff have access to these records.

The manager is continuing to evaluate and update the provision to ensure that all the policies and procedures are current and to implement systems to fully meet the early years regulations. Previous improvements since the last inspection have been completed. The manager is also in the process of sharing some of the responsibility of meeting the regulations with the committee members and increasing their understanding. Staff have begun to observe and record details of some children's progress in personal and social development and the links with parents are evident. The manager and staff have close contact with the local schools connected with the club, they share regular daily dialogue and recognise when to exchange relevant information.

The quality and standards of the early years provision and outcomes for children

Children arrive enthusiastically and follow the daily routines of taking responsibility for their own possessions. They know where to hang coats and where to leave their school bags, they can choose to have drinks and eat their own food if they are hungry. Staff prepare light snacks and children eagerly eat the crumpets, French bread, cheese, ham and fruit. Children are responsible for managing their own personal hygiene and they are all encouraged to sit at the large tables to eat and drink. Younger children arrive at the setting first and have time to settle before the older children arrive. They begin to play with the dolls, they use the construction equipment and make models with wheels. Children draw and colour using stencils, they sometimes happily sit reading. They are very keen to play table top football and say this is their favourite game. Children show that they know the staff well, they instantly talk about school projects and explain the meaning behind the poster they have designed, it is to encourage their family to save electricity in

the home; they happily show staff again when they have added colour and finished.

Children can freely use the outside area for more physical play during all hours of operating. They wear fluorescent bands to play football and staff remain outside with them at all times. Children are sensibly encouraged to wear warmer clothing if they are not so active during their time outside, staff understand that those playing energetic games become warmer and need to wear less. Children know and understand the rules of the club, they frequently ask staff for permission to use the computer or find the resources they need. All staff show a high level of involvement in all the children's activities and they are willing to find extra equipment to enable children to create their own spaces and hide under the tables. Children show high skills of concentration when making patterned 'scoobies' with coloured plastic, they carry these with them and continue to weave and plait. They are learning to build relationships with each other in the relaxed atmosphere and the club often provides opportunities for friendships to develop across the different age ranges.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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