

St Mary's Ashford Play Club

Inspection report for early years provision

Unique reference number	EY216889
Inspection date	25/06/2010
Inspector	Vicky Turner
Setting address	Western Avenue, Ashford, Kent, TN23 1ND
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

St Mary's Ashford Play Club was registered in 2002. It is one of a chain of play clubs managed by a committee through Kent Play Clubs. It operates from a new school hall in the grounds of St Mary's Primary School in central Ashford. The club serves children from the school. Apart from the main hall which has a disabled toilet, there is a kitchen area and further toilets are available at the end of a corridor. The club is also able to use the school's playground and playing field which is adjacent to the hall. The club is registered to provide 30 places for children aged between four to eight years at any one time. There are currently 57 children on roll, seven of whom are of the early years age group and children may attend on a regular or occasional basis. The club supports children with special educational needs and/or disabilities and those who have English as an additional language. The club opens five days a week after school from 3.15pm until 5.45pm in term time. Four staff work with the children and most hold early years qualifications. One member of staff holds a BTEC level 3 in early years and two are working towards a National Vocational Qualification at level 3 in Playwork. One holds a National Vocational Qualification at level 2 in Childcare and Education. The sports coach holds a sports science degree, a National Vocational Qualification at level 2 in Playwork and FA level 2 in Football. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The extent to which the setting meets the needs of the children is satisfactory. Children are well protected in a caring and supportive environment with good partnerships. The setting caters for children with special educational needs and/or disabilities and those who have English as an additional language. The setting understands its strengths and weaknesses and knows what needs to be done to improve. All recommendations from the previous inspection have been fully addressed reflecting the setting's good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure staff are trained in the Early Years Foundation Stage so they can fully meet children's needs
- develop systems for monitoring children's progress to enable staff to identify children's next steps in their learning and development
- develop further resources to support children's skills in information and communication technology.

The effectiveness of leadership and management of the early years provision

Leadership and management is satisfactory. Comprehensive policies and procedures are in place to safeguard the children and facilitate the day to day running of the club. The staff are appropriately vetted and aware of procedures to be taken should they have concerns about a child. Risk assessments, daily health and safety checks and regular fire drills help keep children safe. The club has a designated first aider and all staff hold a paediatric first aid certificate. The club is well resourced with suitable age-related resources. The room is organised into zoned areas which enables children to self-select activities. The staff are well deployed to ensure that children are well supervised both inside and out. The voluntary management group is committed to driving the club forward and working in partnership with Kent Play Clubs to make improvements.

Equality and diversity are well promoted through role play, celebration of festivals and cultural days. Children learn about foods from different countries and cook a stir fry of prawns and crab for a party for Japanese Day in the role play area. Dolls and dressing up clothes from different countries help children appreciate cultural diversity. All children are accepted at the club including those who speak English as an additional language. Staff meetings provide opportunities for staff to reflect on their practice and identify areas for development. The staff keep up to date with new legislation and are encouraged to update their training in order to improve the quality of provision. The self-evaluation process enables the setting to identify its strengths and weaknesses, however, parents are not yet formally involved in this process and the club has identified ways to improve this.

The club works alongside the school to share information and provide continuity of care. A three way contact book promotes good communication between home, the school and the club. The club receives support from Kent Play Clubs who also provide training. Regular meetings with 15 other after school clubs enables staff to share good practice, review policies and receive in-house training. The Special Educational Needs Coordinator (SENCO) works with other professionals who contribute to meeting the needs of the children. The club benefits from the support of Kent County Council early years support team who visit the club on a regular basis. The club has established a good relationship with parents. Parents receive a parent information pack when their child starts at the setting. They are kept well informed through daily informal discussions, the parents' notice board, by telephone and termly newsletters. Parents are invited to join in with celebrations such as the Christmas party and attend the club's Annual General Meeting. They can stay and play with their child at the end of the session. Parents are happy with the provision because of the 'pleasant atmosphere', and 'the children love it'.

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

The play workers provide a supportive physical and emotional environment where children relax and play with their friends. They facilitate play by offering a wide

range of activities and opportunities to engage all age groups. Children enjoy role play, snooker, playing with the garage and making kites and a little house at the art and craft table. Children develop good social skills. The supervisor has an acceptable knowledge of the Early Years Foundation Stage but new members of staff await training opportunities in this area. As a result, they do not fully compliment the provision that the children receive at the school. The staff are beginning to monitor children's progress through observations and photographic evidence but these are in the early stages and do not show how children are progressing towards the early learning goals or identify the next steps. The key worker system is in place to support individual children's needs.

The Early Years Foundation Stage children are escorted to the club by the class teacher at the end of the day. Children are encouraged to self-register on arrival at the club and know what to do in an emergency. Incidents are recorded and shared with parents. Circle time offers good opportunities for discussions on how to keep themselves safe both in and outside club hours. Children have access to the school's playground and field where they engage in a range of physical activities such as tag and chase games and football. They benefit from the skills of a specialist dance instructor and a multi-skills coach once a week when they learn basic skills of rounders, cricket, rugby and tennis. They make healthy choices from a variety of fruit and have yoghurt. Drinking water is available throughout the session.

The 'Club Buddy' system helps new children to settle in quickly. Children are valued members of the club and are encouraged to become independent and make their own decisions. They make suggestions on what resources they would like. Children behave well because of positive relationships. They help cut up the fruit, hand it out and tidy up. Children develop satisfactory skills for the future. Circle time, role play and snack time offers opportunities for developing speaking and listening skills. They share books in the 'Chill Zone' and experiment with a range of mark making tools. Puzzles, games and books support problem-solving and numeracy. Children use the club's laptop and access the school's website where they can play games to support their learning but other technological resources are lacking. Visitors to the setting include the Discovery Bus.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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