

Hurley Before and After School Group

Inspection report for early years provision

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Inspector Edgar Hastings

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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

Hurley Before and Out of School Group opened in 1998. It operates from Hurley Primary School in the village of Hurley near Atherstone. The club has use of a defined area outside the classrooms and has access to the reception classroom, the school hall, toilets and the outdoor playground and playing fields. The premises has access for adults or children who have disabilities. The club serves the children who attend the infant and junior school.

The club is registered to care for a maximum of 16 children aged from three to 11, and currently has 35 children on roll. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 7.30am to 8.45am and from 3.15pm to 6.00pm.

There are three members of staff who work regularly with the children and two additional members of staff who provide cover. All have experience working in the school. All staff, with the exception of one, hold a recognised childcare qualification.

The club supports children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The group is on the Early Years Register, and on the voluntary and compulsory Childcare Register. The club has strong links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending the inclusive after school club at Hurley Birds because of the caring ethos that ensures the needs of all children are met well, including those with special educational needs and/or disabilities. Children make good progress in their personal and social development because they are encouraged to work and play together, and engage in a good range of activities provided for them. The strong partnership with the school ensures that they are provided with a secure environment in which to play and learn and they benefit from the use of the good quality facilities on the school site. The club has made improvements to the provision since the last inspection and has a good capacity to maintain a continuous level of improvement.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation in order to identify the setting's strengths and areas for development
- ensure the key person fully assesses children's progress to identify their next steps in learning.

The effectiveness of leadership and management of the early years provision

The leadership and management is good and has provided an enjoyable and welcoming facility for children to attend after school. The staff all work in school during the day and so they know the children well and are able to cater for their specific needs. There is a strong desire to continually improve the setting and the managers regularly consult the children about the sort of activities they would like to have provided for them. As a result they have introduced a number of popular ideas, including the computer game that groups of children can share together. More staff have been recruited and this enables a greater variety of activities to be organised and provided. The issues from the previous inspection have been addressed and now risk assessments are reviewed regularly, and vetting procedures for new committee members are now in place. However, the setting's system for identifying the club's strengths and areas that require further development could be updated more regularly.

The school has high quality facilities outdoors that are used effectively to provide space and apparatus that enable children to engage in active play and to develop sporting skills. The club is well resourced and provides a wide range of games and activities to meet the needs of children of all age groups. Staff are deployed effectively so that children can select from a wide range of pursuits. Those children with special educational needs and/or disabilities are well provided for by the staff who know the children well and make appropriate provision for them, enabling them to participate successfully within the club. In conjunction with the school the club places a high emphasis on ensuring children develop an understanding of the diversity of the society in which they live. The club tends to extend and build on the topics children study in school, and the children are involved in activities related to the Chinese New Year, Diwali, Eid and the culture of parts of Africa, including African dances.

The setting offers children a safe and secure environment during all sessions before and after school. There are secure arrangements for safeguarding children, and staff have all received training in child protection, and so are aware of their responsibilities and understand the procedures for identifying children who may be at risk from harm. Staff are very supportive to children, have all undertaken first aid training and ensure children follow the house rules on safe behaviour. Safety checks and risk assessments are carried out regularly and good hygiene practices are in place. There is a strong partnership with the school and this has a beneficial impact upon children's well-being because of the good communication links and the sharing of information, particularly for the under fives which is preparing them well for their time of transfer into full-time school.

Parents speak very highly of the setting because their children enjoy attending so much. They are very confident that their children are looked after well and are kept safe and secure. They are pleased that their children develop friendships and say that their behaviour is good. Opportunities for regular dialogue with staff are in place and this enables information to be shared about children's experiences and

development, and for them to be kept up to date with the club's activities and programmes. One parent said, 'at collection time my daughter wants to stay longer because she enjoys it so much'.

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

Children enjoy attending the after school club because of the friendly caring staff and the enjoyable activities that are provided for them every day. A relaxed atmosphere awaits them and enables them to gently unwind after a day in school. Children are familiar with the regular routines and look forward to meeting up with their friends so they can play together. The club meets in a newly refurbished central area of the school and the children arrive directly from their classes. They are registered by the staff who record the time they arrive and the time they depart. Fruit and drinks are available throughout the session, and children have access to games and resources that have been put out in readiness for them, which allows them to make their own choice of activity. A group of children opt to use play dough to make model animals with an adult. They carefully shape the dough and show good dexterity as they shape the different parts ready to be assembled. The adult praises their efforts and pays good attention to developing children's language skills as they work. Others choose to play with the computer games and take turns to share the experience of being part of a group, and enjoy the element of competitiveness. Outside children engage in active games including football, tennis and hoola hoops. In the tennis game, good hand and eye co-ordination skills are developing as children of different ages mix together and enjoy the activity. A group of children listen to recorded music and compose dances which they perform on the outdoor stage. The relationships with adults are strong because they actively join in with the children and participate in their games and make them fun.

Special activities are provided to reinforce and develop further understanding about significant cultural or religious festivals such as Diwali and the Chinese New Year, that have been part of classroom topics. There is good provision for regular outdoor play with a good range of resources that support physical activity. Staff and accommodation are used flexibly to provide a good variety of activity to the daily routines. A range of activities are provided to support the areas of learning for the under five children, but the key person has not yet fully developed a system for assessing their progress in order to plan the next steps in their learning.

Good hygiene procedures and practices ensure children are kept free from infection. The setting promotes a healthy lifestyle through its healthy snacks and regular programmes of physical activity. Children feel safe because of the secure premises and because they know the staff take great care over them. They understand what to do if the building has to be evacuated in an emergency, and they are free to raise any concerns they may have with the staff. Children enjoy the provision made for them and willingly join in the activities. They make good progress in their personal and social development as is evident in the way they cooperate with each another and care for the younger members of the club, and the good relationships they have developed with the adults who care for them.

They take some responsibility for putting equipment away. Behaviour is good and the personal and social skills they are developing will stand them in good stead in the future.

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	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	2
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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

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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