

# Growing Places At Emsworth After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY405926
<b>Inspection date</b>	28/09/2010
<b>Inspector</b>	Christine Clint

<b>Setting address</b>	Emsworth Primary School, Victoria Road, EMSWORTH, Hampshire, PO10 7LX
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<b>Type of setting</b>	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**

Growing Places at Emsworth After School Club registered in 2010. The provision is managed by Community Childcare Centres, a registered charity which has a board of trustees. The setting operates from a room in the community annexe of Emsworth Primary School, close to the centre of Emsworth in Hampshire. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting provides after school and holiday care for a maximum of 17 children under the age of eight years. The club is open during school term time only, from 3pm to 6pm. There are currently 20 children on roll; two children are in the early years age group. The setting has close links with the school, with other after school provisions managed by the charity, and with the local early years network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The after school club is well organised and planned to meet the Early Years Foundation Stage and the individual needs of the children attending. There is a strong focus on involving all children in the decision making and encouraging them to reflect and evaluate the daily provision. Staff show dedication to continual improvements, they fully promote children's welfare and support their learning; whilst encouraging opportunities for relaxation, socialisation and having fun.

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

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

- develop and progress the records of learning for children in the early years age range
- use the regular self-evaluation of activities to show how this drives improvement in planning and organising children's learning and development

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

The after school club has implemented effective routines to ensure children are safeguarded at all times. All children are escorted to the club room when school finishes and they sign the register when they arrive. The premises are very secure and children can access all the facilities. They freely use the fully fenced outdoor play area during the session. All visitors to the rooms are recorded and timed. Parents arrive at the gate to collect children and they can easily be seen and given access. They all sign to confirm the children's time of departure.

The club has full records in place to show staff clearance and adults without suitable checks do not have unsupervised access at any time. There are very comprehensive policies and procedures to show that all areas of the regulations are understood and fully met; staff sign to confirm they have read and understand the procedures and the folder is available for all parents. The policies include a clear process for managing any complaints and for referring any concerns for children's welfare. Staff have checked and dated the records of risk assessments and these include all planned outings that have taken place. The club has established very effective fire drill routines and children are eager to confirm that they know what to do. There are fully planned procedures for administering medication, for treating and recording any accidents, and for meeting children's individual health needs.

Staff show a strong understanding and knowledge of the Early Years Foundation Stage and there is a sound commitment to support and continual training from the management. The after school co-ordinator, who manages several clubs, visits regularly and knows the children well. The organisation promotes quality and continual improvement; both staff are attending a play work training course. There are regular staff appraisals, which now include an updated declaration to confirm that no changes have taken place regarding suitability. There is very effective team work and good communication between the staff, the children and the co-ordinator, especially to evaluate the daily activities, although these are not yet clearly linked to show the plans for driving improvements.

Staff believe that the children's learning is enhanced through regular conversation, especially when they are happy and involved as a group. They recognise and talk about differences and they learn to understand each other because staff show an open attitude and use explanation. Staff are willing and able to accommodate the different abilities and needs of children. They have a wide range of experience and have attended many special training courses.

The after school club has a full range of resources stored on the premises; these are varied every day to provide the activities that children choose. Staff prepare for the session and bring ingredients for planned cooking sessions, they provide some play equipment, and children can readily access the storage area to make their spontaneous choices; for example, covers and sheets for den making or for role play. Children talk to staff continually about what they are doing and how they will manage.

The setting has very positive links with the school in which the club takes place; school staff show keen support for promoting the provision for parents. The club also has wider links in the community because staff know and work at other childcare settings under the same management. They have taken children on visits to other after school clubs and they are planning some club competitions in the future. There is also regular guidance from the early years network and the club has completed a full evaluation and assessment of the provision.

Parents are very impressed with the wide range of daily activities that staff provide; they show overwhelming support for the effort of the staff and they know how much their children enjoy attending. They know the club promotes friendship

and building relationships as well as learning through play. Parents readily provide information about children and sign all permission forms. They are aware that they can see all documentation and they know staff are willing to share information on a daily basis; positive relationships are formed from the start.

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

Children show they have developed close relationships with staff, they are affectionate when they arrive and there is a clear sense of belonging. They are happy in the environment; they know that they are valued and that they can make decisions and have their voices heard. Children have been proactive in creating the wall display to show the ethos of the club and they have all written comments and shared their ideas. They regularly record their thoughts in the daily scrap book about activities and they use spider plans with staff for future activities. Children are encouraged to comment on their experiences and evaluate or suggest changes. Staff recognise children's progress and they are beginning to show the observations and assessments for children in the early years age range. They are also very prepared for spontaneous play; they help and support children, becoming involved only when children need or request them to do so. For example, the role play activities often turn into the children providing a 'show' and developing the storyline. They organise the chairs for adults to be the audience. They act out their daily routines and become another character or family member; there is ample laughter and excitement and staff readily laugh with the children.

Children show enthusiasm and concentration for making the apple crumble. They use knives under supervision and chop up all the apples with staff, they learn how these are cooked and they eagerly use their hands to make the crumble. Children understand about cleanliness and staff remind them; they instantly ask for help when putting on the plastic aprons to prepare food. Children talk about the smell of the crumble cooking and they all decide they would like ice cream to go with the apple pudding.

Children help to set the table for tea, they count the children and then the staff; they are encouraged to add numbers together. They make sure that there are enough chairs and cutlery. Children help to prepare the healthy salad and cheese, they all manage to spread their own crackers, children make choices and learn to politely pass each other bowls. The tea time routines are unquestionably enjoyed by everyone present. Children are learning to socialise, communicate and practise their table manners.

Children sit with staff and build with construction bricks, they talk about aeroplanes and helpfully find the correct pieces for each other. They have included competitions recently and children used their own imagination and knowledge about the world to make a cemetery, a recycling plant and an airport. Children can find paper and card, they use scissors freely and decisively join items together, stating that it is a bomb and using wool as the fuse.

Children have helped to decide the club rules and these are displayed. They know they must tell staff when they use the toilets and that they must not enter the kitchen area. They understand when hot drinks are being carried because staff inform them. They know that cooking and using the oven or micro wave can be dangerous. Children respond and help to clear up, which shows their responsibility and ownership of the club. They are eager to explain how the fire drills take place and where they go; they know that this is important if there is a real fire.

Children have learned about growing vegetables during the summer, they used pots under the propagator and planted and tended the seeds. They have been bug hunting in the school field and show interest and enthusiasm when a furry caterpillar is found in the outside area. Children know it will turn into a butterfly or a moth and they talk about the cocoon stage. Children have a clear sense of belonging and they are not in a hurry to leave when their parents arrive.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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