

# Medstead After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY428085
<b>Inspection date</b>	06/10/2011
<b>Inspector</b>	Hazel Farrant

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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**

Medstead After School Club is one of several out of school clubs run by 4Children (Trading) Ltd. It was registered in 2011 and operates from Medstead School in Alton, Hampshire. Children have access to a main play area, toilets, large hall and an enclosed outdoor play area. It is open each weekday from 3.15pm to 5.45pm, term time only. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. A maximum of 12 children may attend the provision at any one time. There are currently 41 children on roll, aged from four years to under 11 years old, two of which are in the early years age range. The provision currently supports children with special educational needs and/or disabilities and children who have English as an additional language. There are three members of staff, of whom two hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are respected and valued because staff recognise the uniqueness of each child. All children are supported as they engage in a wide range of interesting play experiences, which enable the younger children to make good progress towards the early learning goals. Although risk assessments are carried out regularly, not all potential hazards have been made safe in the new play area. The setting is continuously improving outcomes for children that attend through evaluating the care that they offer, valuing children and parent's opinions.

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

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

- update the risk assessment with specific regard to the low electric sockets
- further develop systems to promote children's awareness of the range of toys and resources that are available to them to further promote choice and independence.

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

Staff have a good understanding of safeguarding and know what to do should they need to refer any concerns regarding children in their care. All required records, policies and procedures are in place, completed with necessary information and used effectively by the experienced staff team to protect children's health and safety. For example, risk assessment systems are in place and used so that potential hazards are identified and minimized. However, not all low electric

sockets in the new play area had been made safe or inaccessible to children. The staff team are very kind and caring and work well together promoting continuity of care for children. At least half of the staff hold appropriate early years qualifications. All staff are committed to improving their knowledge through completing training courses and gaining a relevant qualifications. Staff promote equality and diversity well and use sign language to promote communication skills to all of the children who attend the club. Leadership and management is good, with everyone working together to drive improvements and striving to make the club a happy 'home from home' environment for the children. The setting has a good system of self-evaluation in place which includes parental questionnaires and a comments board for children's views and suggestions.

Children have lots of fun in the welcoming environment. A wide range of good quality resources are available. The club have just started to use their new play area and staff are in the process of arranging the room to best suite the children's needs. Partnerships with parents are good, with children benefiting from the continued exchange of regular information. This enables the staff to respect and value each child in line with their background and beliefs. Notice board displays, discussions and liaison with a parent representative help to keep parents up-to-date with current information. Parents speak positively about the setting and commented on how 'their children really enjoy attending the afterschool club'. Links with other early years providers where the care of children is shared is effective, resulting in an integrated approach to the child's care and learning.

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

The staff have a good understanding of the Early Years Foundation Stage. Their knowledge of the areas of learning enables them to provide appropriate activities to promote the six areas of learning. As a result, Children have lots of fun as they engage in an interesting range of hands-on learning experiences, learning through play. Activities are planned around children's interests and requests, with children participating in a balanced range of adult-led and child-initiated activities promoting. For example, children notice how windy the weather is today and ask if they can make kites to fly outside. Staff encourage children's enthusiasm and give suggestions on what materials will make good kites. Children eagerly go outside and help one another to launch their kites. Observation and assessment systems are used to monitor children's progress, with staff providing opportunities for individual children to move forward in their development.

Children have some opportunities to access and choose their own toys and resources. Some toys are stored in a walk-in cupboard; however, the setting has not devised a system to promote children's awareness of the full extent of the resources and toys that are on offer to them. Children particularly enjoy art and craft activities and draw pictures on the large wipe board available at low level. They enjoy using the well resourced outside area where they are able to play ball games, climb, slide and balance. Staff supervise children effectively and only engage in play if requested to do so by the children or if play needs to be

redirected for safety or behavioural reasons. Children relate well to their peers, forming friendships and playing cooperatively together and helping one another. Children of all ages are confident and settled and they enjoy socialising and chatting to their friends.

Children's mathematical development is promoted during play. For example, children use their imagination as they build and construct with a purpose, counting how many wooden bricks they have used when making their own construction. Their problem-solving abilities are further promoted during activities, such as, baking and when playing board games. Children have access to a number of laptops where they are developing their skills using interactive programmes. They understand that popular resources should be shared fairly and know when the timer 'pings' it is the end of their session on the laptop. Children's health and well-being is promoted through good practices and procedures. The risk of cross-infection is minimised as the setting is clean and well-maintained. Children develop good hand-washing practices as part of the daily routine and independently put spread on their own toast. They independently access their own drinks as and when required, providing them with opportunities to recognise their own needs.

Children's awareness of how to maintain their own safety is promoted as staff encourage children to consider the consequences of their actions. Regular fire evacuation drills also help children to learn how to evacuate the setting quickly in an emergency. Children's behaviour is good because they are well occupied and stimulated. They learn to respect themselves and others around them because staff act as positive role models.

## 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

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

<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