

# Rowledge After School Club

Inspection report for early years provision

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**Inspection date** 09/12/2011  
**Inspector** Lisa Cupples

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**Type of setting** Childcare - Non-Domestic

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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).

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**

Rowledge After School Club is one of a group of after school provisions owned and run by 4Children. It opened under the current ownership in 2011, previously running since May 2000. It operates from Rowledge C of E controlled primary school in Farnham. The club has access to a main school hall, a reception classroom, the information communication and technology suite, the school playground and playing field. It is open each weekday from 3.20pm to 6.00pm during school, term time only.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 24 children under eight years; of these, not more than 24 may be in the early years age group. There is currently one child in the early years age range on roll, and 22 older children.

There are four members of staff who work with the children on a part-time basis, all of whom hold at least a level 2 childcare qualification.

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

Overall the quality of the provision is good.

All children are happy and settled during their time at the club. Staff take the time to get to know the children and their families well, enabling them to meet the children's individual needs. All the required policies and procedures are in place and most are implemented effectively, to support and compliment the children's care and learning. Good evaluation and regular assessment of the setting ensures the group continues to develop, improving the outcomes for children.

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

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

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- further develop the use of the outdoor play area to ensure opportunities promoting all six areas of learning are covered regularly, to enhance the children's outdoor learning experiences.

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

All children are safeguarded effectively. This is because staff are fully aware of child protection procedures and know how to implement them to protect the children in their care. All staff attend child protection training and full policies and procedures are shared with all staff and parents. All visitors are required to sign in and out of the school at reception and again once they arrive at the club. This is to ensure a full record of everyone coming into contact with the children is maintained. Robust recruitment and vetting procedures ensure that all adults working with the children are suitable to do so. Daily safety checks are carried out and full written risk assessments are completed to ensure children enjoy a safe and secure play and learning environment. Daily routines and procedures ensure children are fully supervised at all times. For example, staff position themselves along the school corridor when children need the bathroom, ensuring they are safeguarded while still maintaining their independence.

All children have access to a wide range of resources and activities that are suitable for their age and stage of development. The resources are stored on low level units. This is to ensure that children can self-select them independently, increasing and promoting their decision-making skills effectively. Staff deployment is good and children are fully supported and supervised at all times. Children also use a range of multicultural resources to promote their knowledge and understanding of the wider world. However, there are few positive images displayed around the hall to challenge the children's thinking and help them to embrace diversity. Staff know the children well. They provide an interesting range of activities to interest and occupy children, while meeting their individual needs successfully.

Staff evaluate the setting regularly. They have ongoing action and development plans in place to identify strengths and any areas for improvement. For example, staff have introduced a system for children to devise their own club rules, helping them to take responsibility for their play and learning environment. The new manager has also implemented the use of individual learning journeys to track and monitor the progress of all children who attend the setting. Parents, children and staff are all included in the evaluation process, to drive improvement across the setting for all children. Staff use feedback questionnaires and a suggestion box to fully involve parents in any decisions, and the parents' suggestions are valued. For example, a homework area has been set up for the children, if they choose to complete their homework during their time at the club. As a result, partnerships with parents are developing well and children are building strong relationships within the club. The after school club also has very strong links with the school. Information is shared with the reception staff regularly, with parental permission. This is to ensure the children's care, play and learning is consistent and compliments their time at school.

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

All children participate in a wide range of activities and experiences. This is to ensure that they continue to make good progress towards the early learning goals. Children participate in whole group, small group and individual activities and are able to be as active or quiet as they like during their time at the club. A comfortable rest area has been set up to ensure those children who may feel tired after a long day at school are able to relax. Children have access to a fully secure outdoor play area. They enjoy an extensive range of physical activities outside as they learn about the importance of healthy lifestyles. However, the use of the outdoor area is not yet fully developed to ensure children can enjoy a range of outdoor play experiences covering all six areas of learning. Children cooperate well together as they negotiate roles during small world and role play activities. They use their imaginations effectively and are able to express themselves creatively during art and craft activities.

Children use a wide range of materials and enjoy building small scale towers with modelling bricks and mortar. They have access to a well stocked book corner and enjoy listening to stories and reading to each other. Children understand that text has meaning and use writing for a variety of purposes during their time at the setting. For example, children have developed their own list of rules and have designed the rule board, adding pictures and symbols to remind each other of the boundaries. Children are fully occupied and interested in the activities provided. As a result, the club has a calm and relaxing atmosphere for the children who attend. Staff are attentive, interested and respond enthusiastically to the children's individual needs. They actively listen to the children and join in the activities when invited to do so. Staff are skilled at knowing when to stand back. They let play develop naturally and know when to step in to calm things down or redirect boisterous play to something more purposeful. Children are actively involved in the planning of the sessions and add suggestions to a planning sheet. Staff ensure their ideas are incorporated into the planning the next day whenever possible, valuing the children's thoughts and contributions to the group.

All children learn about the importance of keeping themselves safe through daily routines, discussions and activities. For example, children ensure everyone is present when they return to the hall after activities, counting each other to ensure everyone is present. Children use a range of tools safely and are fully aware of the rules and boundaries within the club. For example, children remind each other not to run inside the hall in case they fall and hurt themselves or others. Any resources that fall on the floor are picked up so other children or staff will not trip over them. Children play an active role in their play and learning environment and take responsibility for the safety of their surroundings. Children show good levels of self-confidence as they ask questions and make suggestions to staff. Children are fully aware of the safety procedures. They know how to evacuate the premises quickly and safely in the event of an emergency. Children are able to explain exactly what happens during a fire drill, showing a clear awareness of the procedures. Children's understanding of information and communication technology is developing well. They use the school facilities, such as the computer

suite during their time at the club. Children learn about the importance of good personal hygiene through discussions and daily routines. For example, children wash their hands at appropriate times and talk about the importance of washing away the germs. All children have access to fresh drinking water. A jug and individual cups are provided on a table at the side of the hall. Children help themselves and recognise when they are thirsty following physical activity. Children make suggestions for healthy options for their tea, such as wraps, bread sticks and more fresh fruit. Children help to devise the menu, so they feel involved in all aspects of decision making.

## 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