

Party House

South Green Infant and Nursery School, Ganel's Road, BILLERICAY, CM11 2TG

Inspection date	16/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and comfortable in the after school club. A wide range of resources are readily available and children can choose freely and independently.
- Warm, sensitive relationships support children giving them the confidence to explore the resources and take an active part in group activities.
- Partnerships with parents are promoted well, enabling parents to feel confident with the care their children are receiving, and to be well informed about the activities children are engaged in.
- Children's emotional well-being is highly fostered as the staff implement a strong atmosphere of patience and respect supporting children to develop good skills for self control.
- Children are effectively safeguarded through robust policies and procedures and effective staff deployment.

It is not yet outstanding because

- There is scope to enhance the already good monitoring of the educational programmes and the quality of staff teaching to ensure that any emerging weak areas of practice are consistently identified and addressed to continually complement children's learning in school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and staff interactions in the play room and hall.
- The inspector viewed children's learning journey records and planning documentation.
- The inspector held discussions with the registered person and manager.
- The inspector reviewed the policies and procedures and children's information records.

Inspector

Judith Harris

Full report

Information about the setting

The out of school club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a primary school in the South Green area of Essex. It is owned and managed by a private company. The after school club serves the South Green school and is accessible to all children attending the school. It operates from a playroom in the school and there is an enclosed area available for outdoor play. The after school club employs two members of childcare staff. Of these, one member of staff holds an appropriate early years qualifications at level 3. The after school club opens Monday to Friday during school term time. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently two children attending who are in the early years age group.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the already good monitoring of the educational programmes and the quality of staff teaching to ensure that any weaker areas of practice are identified and addressed in order that children are always provided with activities that complement their learning in school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff clearly have a secure knowledge and understanding of the Early Years Foundation Stage and children's learning and development. This is demonstrated through the way in which staff interact with children to support and extend their learning through play. The flexible planning ensures all children are included and can freely choose activities. Children build warm and trusting relationships with the staff, who are committed to ensuring children's time at the after school club is a positive experience. Staff provide a stimulating environment with games and activities that children participate in and thoroughly enjoy. Staff make regular observations of the younger children and make a record of their observations with photographs and items of children's work showing what activities they have taken part in.

Staff plan a wide range of activities designed to match children's interests. All toys and resources provided are of good quality and appropriate for the wide age range of children who attend the after school club. Children can independently select the resources they wish to play with as they are all accessible. Children are happy and confident as they join the club from their classrooms. They are greeted by staff and go to choose what to play with. Children have games they can play in small groups supporting them to learn good sharing and turn taking skills and supporting them to understand how to work well

together. For example, younger children play jenga, they work together to build the tower and then organise taking turns for themselves. Staff closely monitor the children's play and step in to support and extend their learning. This supports children's problem solving as the staff encourage them to work out the right structure for the tower to successfully the game. Children take part in creative activities where they are making decisions about the colour and design of their creations. For example, children make bracelets, they choose the colours they want to use and talk together about the different shapes and designs. The younger children demonstrate good physical skills as they construct the bracelets and they use mathematical thinking as they count the parts they need and talk about the position of the pieces. Children are fully engaged with the activities and play purposefully. This clearly supports them to be independent active learners and to organise play for themselves. After tea the children have some large physical play activities that the staff help to organise. This supports the children to stay engaged and active and to take part in activities that support their physical skills and promote active learning.

Parents are encouraged to share what they know about their children through information collected at admission. The staff team ensure that parents are kept in touch with the activities and experiences children have at the after school club. Information about the service, such as, opening times, procedures for collection and procedures for children joining the session from other out of school activities are in place and effectively shared with parents. For example, staff provide a monthly newsletter for parents to inform them about what children are going to do and any themes that are planned. To develop good partnerships the staff ensure they are aware of any other activities children may take part in outside of school.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is positively promoted in the after school club. Staff help children feel very settled as they greet them with smiles and questions about their day. These effective practices help children to feel welcome and valued at the after school club. Good systems are in place for behaviour management. Staff are consistent and give children lots of praise and encouragement supporting them to develop good skills for self-control. Children are well behaved and participate in activities eagerly, in a safe and secure environment. Staff use information gathered from parents to support them to get to know the children well. This ensures they are able to address any issues quickly and sensitively. Children clearly feel safe at the after school club as they move around the play space confidently and decide what to play with. Children are supported to take responsibility for their own safety. For example, the staff discuss with the need to walk safely with adults in large groups when moving from one space to another.

Staff understand the importance of good hygiene practices, which they pass on to the children. This includes hand washing before and after all meals and after toileting. All children are offered a healthy and balanced diet, reflective of their dietary needs. Children are provided with tea and food is prepared and cooked in the after school club kitchen. Staff make meal times a sociable and enjoyable time for children. For example, children

are not rushed and are encouraged to eat at their own pace, and to engage in conversations with friends and adults during their meal. Drinks are readily available throughout the session each child has a cup with their name on allowing them to help themselves to water. There is direct access to an enclosed outdoor area, which children can use freely. Here, they can engage in a range of activities that teach them the value of exercise and fresh air and allow them to practise large physical skills.

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

Children are effectively safeguarded through good levels of supervision. The manager has a secure knowledge of child protection and is confident in identifying possible signs of abuse. The manager is supported by the registered person to be fully aware of their responsibilities and the procedures they must follow in relation to child protection concerns. Risk assessments are carried out and all areas used by the children are safe and secure. Visitors to the after school club are met at the school reception area and asked to provide identification and complete the visitor's record. Recruitment and selection procedures are in place and checks are completed on all staff to ensure they are suitable to work with the children.

The manager is beginning to use systems for self-evaluation of this new setting to support her to identify where improvements is needed. However, there is scope to enhance the already good monitoring of the educational programmes and the quality of staff teaching. This is in order to ensure that any weaker areas of practice are consistently identified and promptly addressed and that activities continue to complement their learning in school.

This is a small, close-knit, well-motivated team who work very well together and share ideas and skills. This supports them to plan and provide a stimulating environment for all children who attend the after school club. Secure arrangements have been established to promote fully inclusive practice. This successfully includes support for children with differing needs.

The staff team actively welcomes parents. Information is provided from the outset and ensures parents are fully informed about all aspects of the service. Arrangements are in place to share information with parents about what activities children have taken part in at each session. For example, staff talk to parents at collection times and encourage them to exchange information about their child. Parents are happy and make very positive comments about the after school club when spoken to at inspection. They feel the staff team are friendly and their children are happy and safe here and enjoy the games and activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY470552
Local authority	Essex
Inspection number	945853
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	16
Name of provider	Little Legs Limited
Date of previous inspection	not applicable
Telephone number	01277621064

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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