

Mrs B's out of School and Holiday Club

More Park RC Primary School, Lucks Hill, WEST MALLING, Kent, ME19 6HN

Inspection date	23/09/2014
Previous inspection date	15/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 thoroughly enjoy their time in this fun-filled environment. They take part in a wide range of organised activities, which are suitable for this type of provision.
- Staff are supportive of all children and respond appropriately to their individual needs.
- Staff establish effective partnership with parents, which helps to ensure that they securely meet children's welfare needs.
- All children play well together and show each other respect, regardless of their age differences.

It is not yet outstanding because

- There are fewer resources available in the outdoor area to help children extend their play opportunities further.
- There is scope to value children and their families home language through visual displays.

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 spoke to the manager and staff.
- The inspector observed activities indoors and the outdoor area.
- The inspector checked suitability of staff in the setting.
- The inspector viewed a selection of documentation including policies and procedures.
- The inspector provided feedback to the manager and registered person.

Inspector

Nicola Jones

Full report

Information about the setting

Mrs B's Day Care registered in 2011. It operates from More Park RC Primary School, West Malling in Kent. All children have access to a secure outdoor play area. The setting is open five days a week from 7.30am to 9am before school and after school from 3.15pm to 6.30pm. The setting also opens during the school holidays from 7.30am to 6.30pm, closing for one week during the Christmas holidays and other Bank holidays. A maximum of 40 children aged between four and eight years may attend the setting at any one time. There are currently 60 children aged from four to under 11 years on roll, of these eight are in the early years age group. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The out of school/holiday club employs five staff including the manager and all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the resources made available to children outside, so they can extend their play opportunities
- support children and their family's home languages further, for example, by display languages and visual pictures to celebrate diversity.

Inspection judgements

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

Staff have a good awareness of the learning and development requirements within the Early Years Foundation Stage. They ensure that the activities they provide complement children's interests and abilities. Staff are efficient in taking account of the children's individual needs from liaising with the reception class teacher. This enables the out of school club to provide continuity of learning in an age appropriate and stimulating environment. It is evident that all children are happy and enjoy their time here.

The quality of teaching and supervision is consistently good. For example, a member of staff worked with a small group of children outdoors. She encouraged children to share and take turns during a throwing and catching game. Another member of staff promoted children's physical and mathematical skills through counting, while they ran from one end of the playground to the other. However, when outside resources are limited to enable children extend their play opportunities.

Children enjoy talking in groups about what they have done throughout the day. Although there is a wide age range attending the out of school club, children are at ease and happy in each other's company. There is a buddy system where the older children support the younger children, this enables children across different age groups form positive relationships. For instance, children and staff enjoyed a modelling dough activity together. The older children helped and supported the younger children. For example, one child showed a younger child how to make a spider, and she supported his maths skills by counting the legs on the spider. Children happily engaged with staff for a good period of time, respecting one other through listening and responding to their interests in conversation.

There is a good range of resources and activities available to children, which are easily and freely accessible indoors for all children. Overall, children have good opportunities to make independent choices how they wish to spend their time, and initiate their own learning. For example, two children played well together constructing a train track across the floor. A staff member supported their play as she engaged them in conversations and asked open-ended questions to extend their learning and explore with new ideas. Some children are keen to practise their reading from school with support from the staff, which supports their literacy skills. Children display a positive attitude towards their time spent at the out of school club.

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

All children are greeted warmly as they arrive at the out of school club. The staff know the children well and engage them in meaningful conversation. Children demonstrate very clearly that they are happy and feel safe at the setting. They are eager to have a snack when they arrive and talk to each other about their day. An effective key-person system enables children to form secure attachment with staff. Children are independent in their care routines and move around the environment confidently, making choices in their play and learning. Therefore, children develop good levels of self-esteem and a strong sense of belonging.

The out of school club provides an environment rich in print, where children are able to independently access writing materials to support their play. For instance, there is a well-resourced creative trolley with a wide selection of resources. However, there is limited opportunity for children who speak English as an additional language to see print in their home language around the environment. This does not fully support children's awareness of diversity and the wider world.

The manager prioritises children's safety and well-being effectively. Staff carry out daily safety checks of the premises to keep hazards to a minimum. Children assist staff outdoors to check the gates are locked and the area is safe. This means children have a good understanding of how to keep themselves and others safe. Children and staff regularly practise the out of school club emergency evacuation procedure, enabling children to have a good understanding of what to do in an emergency to keep themselves safe.

Children engage in physical play activities. This helps their understanding of the importance and effect of physical activity has on their bodies. Children enjoy nutritional snacks, which they can prepare themselves. For example, they prepare their own wrap from the good selection of healthy fillings such as, chicken, ham and cheese, cucumber, carrots and peppers. Drinking water is available throughout the session both inside and out, enabling children to help themselves as and when they need a drink. These systems help promote children's awareness of healthy eating.

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

The manager has a strong understanding of the responsibility to meet requirements of the Early Years Foundation Stage. All staff are aware of the policies and procedures, and also their roles and responsibilities in safeguarding children. Records of staff qualifications, experience and suitability checks ensure all staff are suitable to work with children. Risk assessments are thorough, as are records relating to medication and accidents. As a result, all children remain safe and healthy.

Effective staff development programmes keep everyone up to date with new training opportunities. Staff feel they are listened to and are encouraged to express their opinions and ideas at regular team meetings and one to one supervisions. This results in positive contributions to the future improvement of the out of school club and develops good outcomes for children.

The manager has developed a self-evaluation system to help ensure that they regularly review the operation of the out of school club to enable them to make improvements which benefit the children. For example, staff obtain children's views and ideas regularly through questionnaires, and they are able to have their say in the activities staff provide. Staff always encourage parental involvement in their children's time at the club. They have given their feedback through questionnaires and they are very positive. This shows the setting has a good commitment to working in partnership with parents to meet the needs of the children. The manager establishes effective communication systems with the teachers in order to share relevant learning, development and well-being information.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY439069
Local authority	Kent
Inspection number	816768
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	60
Name of provider	Lucy Ellen Yuille Fox
Date of previous inspection	15/05/2012
Telephone number	07887537870

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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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