

# Growing Places At Emsworth After School Club

Emsworth Primary School, Victoria Road, EMSWORTH, Hampshire, PO10 7LX

<b>Inspection date</b>	18/11/2014
Previous inspection date	28/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		<b>3</b>
The contribution of the early years provision to the well-being of children		<b>3</b>
The effectiveness of the leadership and management of the early years provision		<b>3</b>

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Children enjoy the play activities staff offer at the club, particularly the dancing and movement sessions.
- Young children build good relationships with one another and the staff, which gives them a good sense of belonging.
- Staff have positive relationships with parents, who value the care offered to their children, and they exchange information sufficiently with parents to meet children's needs.

### **It is not yet good because**

- Staff do not organise play resources and indoor spaces well enough to create a rich and inviting environment where children can make good play choices, particularly in the expressive arts and design.
- The key-person role is not well established to ensure children's needs are consistently and well met.

## 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 children's play and learning activities and staff interactions.
- The inspector invited the nominated person to undertake a joint observation.
- The inspector had discussions with the supervisor and nominated person, and looked at documents relating to leadership and management.
- The inspector spoke to some parents to gain their views of the club.

## Inspector

Lorraine Wardlaw

## Full report

### Information about 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 club 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 club is open during school term time only, Monday to Thursday from 3pm to 6pm. There are currently 19 children on roll; four of these children are in the early years age group.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the key-person role to help ensure that every child's care is tailored to meet their particular individual needs and to build a strong relationship with their parents.

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

- ensure there is a stimulating, well-resourced and welcoming play environment, which supports children's all-round development, where resources are readily available to children.

## Inspection judgements

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

Children are happy and show confidence playing with their friends. They make up their own role-play games using the adequate play resources available and enjoy these social experiences. For example, they go into the makeshift den with their dolls and enjoy using their imaginations while talking with their friends. Staff do not organise the resources well, however, in a way that helps extend learning and offers good quality play experiences to the children. This means children's imaginative play is restricted.

The staff are caring and understanding with the children. They encourage some of the children to develop their knowledge and skills sufficiently within this culture of fun and play. For example, they encourage the children to write their names daily when they register on entry to the club. This helps children practise their early writing skills. Staff sit with children during tea-time and interact with them to encourage listening, talking and social engagement with others. This means staff promote important areas of children's

learning.

Although children enjoy their play experiences they cannot always make good play choices using their preferences because some of the play equipment is stored in a cupboard. Although older children confidently access the storage area, children in the early years age range do not. This means that staff planning of the play programme is not fully responsive to children's needs and interests.

The playroom's storage unit for art resources does not offer good play value to the children because resources are jumbled up. There is not a good choice of media and materials for young children to be freely expressive in their art and design activities. Nevertheless, children enjoy drawing with pencils and overall children find suitable ways to occupy their leisure time. Children build and design with the small construction sets that are available to them.

The highlight of the children's session is when a dance teacher takes the group into the hall, and encourages the children to move and dance in a variety of ways to music. Children listen well, are very active and have fun during this well-planned activity. This helps children gain different ways of moving in their physical development.

The staff observe children at play to understand their needs. They do not use the information gained well to plan activities that individual children thoroughly enjoy owing to staff changes relating to the key-person role. The club's leader liaises with the reception teachers in the school and they share some information about children's needs. Children develop appropriate skills for the next stage in learning.

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

All children and their families are warmly welcomed into this after-school provision by the staff team. Each child has a designated person to take special care of them and help them settle into the club but; the staff are not confident in this role. This means that staff do not always ensure children's care is fully tailored to their individual needs through effective liaison with children's parents. For example, staff are not aware of the children's cultural and linguistic backgrounds, so cannot respond to these. All children feel emotionally secure, however, and happy because of the strong relationships they build with other staff, other school children of the same age and with older children. They have a keen sense of belonging because all the children attend the school.

Children behave well because they understand the club's rules and staff expectations. When children demonstrate consistently challenging behaviour the staff work closely with the school and parents to put strategies in place to improve it. Staff are good role models for children, and give them praise and encouragement during their play.

Staff help the children to live a healthy lifestyle in a variety of ways, such as by providing a range of activities that help them develop their physical skills. Children use a range of sports equipment to play outdoors. In addition, they take part in well-planned dance and

movement sessions in the school hall. The staff ensure there are always drinks available for the children, particularly while undertaking energetic activities. The staff discuss foods that the children would like to eat at tea, and snack time and provide them with a balance of varied food options, which include fruit each day.

Staff make appropriate use of snack times to encourage children to develop their self-help skills, such as when they butter their own bread and pour their own drinks. These expectations help promote children's personal independence. Staff have suitable systems to inform staff of any dietary needs the children may have. Staff understand the need to keep records of any accidents to children or any medicines to be administered to them. Children take part in hygienic routines, such as hand washing before eating, to minimise the risk of infection. All these processes contribute to maintaining children's good health and safety.

The play environment is safe, clean and adequately resourced, but; staff do not use all the resources well. They do not create a play-based environment with rich, comfortable and inviting areas with plentiful choices of toys and interesting resources. For example, there are not any books or comics in the den area to inspire children to relax and read. This means that after a busy school day, children cannot share books together or browse through them by themselves unless they venture into the store cupboard to find a favourite. Nevertheless, the staff set up the club to provide an adequate play environment for children in their leisure time.

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

The staff and management team have sufficient knowledge of the requirements for wrap-around care in the Early Years Foundation Stage. They demonstrate understanding of the child-protection procedures, knowing what to do when they are concerned about a child's welfare. They understand each person's responsibility within the company. This includes what to do if an allegation is made against a member of staff. The club operates a robust system for the recruitment and vetting of staff because they follow the company's clear policies on safer employment. All staff are vetted either through the previous system or through the Disclosure and Barring Service to make certain they are suitable to work with children.

The provider has a system to check staff performance throughout the year and to identify any areas for improvement through training. The newly formed staff team has regular meetings to discuss and evaluate their practice. Currently, their expectations are not at a high level, which affects the quality of the provision. Some improvements have been made since the last inspection, such as better relationships with the school and the introduction of some positive changes at teatime so children sit in special groups.

Parents speak pleasingly of the club and of the trusting, settled relationships they have with the staff. They report how much their children enjoy attending and see it as a positive extension of their children's school life. Communication between staff and parents

is 'pretty good' but parents report they are not sure who their child's key person is. This results in staff not fully tailoring children's care to their needs.

The company provides information and policies to parents in various ways including through its website. This means parents who do not come into the club can read these and know the staff team's responsibilities. Staff have established communications with school staff, although these are in the early stages of development. These are sufficient to ensure children receive some continuity of care and learning through the sharing of relevant 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
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

<b>Unique reference number</b>	EY405926
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	831432
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	17
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Community Childcare Centres
<b>Date of previous inspection</b>	28/09/2010
<b>Telephone number</b>	01243379011

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

