

Medstead After School Club

Medstead School, Roe Downs Road, Medstead, ALTON, Hampshire, GU34 5LG

Inspection date	06/01/2015
Previous inspection date	06/10/2011

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

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy being at the club due to the relaxed and welcoming environment.
- Children develop independence while playing indoors, enjoying the varied range of activities and accessible play equipment.
- Children are provided with a variety of healthy food at snack time, which promotes their good health.

It is not yet good because

- Staff do not always use risk assessments effectively to identify and reduce potential hazards related to the lighting in the entrance area of the premises when it is dark outside.
- Staff do not always fully support less confident children to help them join in other children's play.
- The limited range of play equipment in the outdoor play area does not always provide children with enough challenge or encourage them to play outdoors.

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 in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Medstead After School Club is one of several out-of-school clubs run by 4Children (Trading) Ltd. It registered in 2011 and operates from Medstead School in Alton, Hampshire. It offers places to children who attend Medstead School and St Mary's School in Bentworth. Children who attend St Mary's School make private arrangements for transportation to Medstead After School Club. Children have access to a main play area, toilets, large hall and an enclosed outdoor play area. The provision 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 Register. The provision offers care to children aged from four to 11 years. There are currently eight children on roll under the age of eight years, of which one is in the early years age range. There are three members of staff, of whom one holds an appropriate qualification. One member of staff is currently working towards a qualification.

What the setting needs to do to improve further

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

- ensure that risk assessments are used effectively to identify and reduce hazards related to the security of the premises, particularly in relation to the outdoor lighting in the entrance area.

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

- offer greater support and encouragement for less confident children to join in activities
- improve opportunities for outdoor play by providing a broader range of resources to provide more challenge and to encourage children to play more frequently outdoors.

Inspection judgements

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

Staff get to know children through observation and discussion with their parents. This means that, overall, children's individual needs are met appropriately. Staff generally develop children's confidence and self-esteem through their positive interaction and communication. They talk with children in a positive, patient and respectful way. For example, they listen with interest when children share information about their Christmas

presents. However, the quality of staff interaction is variable and they do not always promptly notice when children need extra support to help them join in activities with other children. Staff are aware of children's interests and join them at the activity tables, showing interest in what they choose to do. Parents are kept well informed about activities through regular newsletters. They are encouraged to be involved in the club, for example, by providing junk modelling materials for children to make designs.

Staff generally provide a suitable range of activities that motivate children during their play indoors. These include playing with toy cars in the sand, making shortbread biscuits, carving pumpkins and card making competitions. Staff develop children's ability to listen to what they are being told and their confidence to speak in group situations, for example, through 'show and tell' activities. This complements what children learn in school and gives them the skills they need for their future. Children play some active games, such as using scoops and balls to play games of 'catch'. The school climbing equipment is available to the club but staff do not plan for children to use this often. Opportunities for outdoor play are less inviting than those available indoors. There is a limited range of resources available in the outdoor play area, which does not encourage children to play outdoors. Consequently, children are not always challenged to develop their physical skills.

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

Children move smoothly between the school and the after-school club. There is a calm and relaxed atmosphere and children enjoy being at the club. Staff establish suitable communication with teachers and share information about children's well-being during handover times at the end of the school day. Children generally form positive friendships with others, although staff do not always offer support to help them interact and engage with others. Staff respond in a positive way to children's requests and interests, and value and respect what they say. Children show a sense of purpose and independence as they choose, and use, the accessible indoor play equipment. Staff patiently and successfully manage children's behaviour to gain their cooperation. They talk to children, encouraging them to consider their behaviour following occasional minor disagreements. This provides children with a positive role model as they listen to what is being discussed and gain an understanding of behavioural expectations within the setting.

Staff provide children with a wide variety of nutritious items to eat at snack time, including raw fruit and vegetables. Children eat well and particularly enjoy preparing their own snacks, such as bread wraps using cheese and ham. Children generally develop a sense of personal safety within the club and understand the boundaries. For example, they know they can only play outdoors under close supervision.

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

All staff complete online safeguarding training that enables them to identify and respond to any concerns about a child. They work effectively in partnership with the school to

safeguard children's welfare. There are robust recruitment procedures. The recruitment team monitor staff's ongoing suitability and update appropriate checks every two years. The effective communication between staff and managers means that staff are aware of their responsibility to report any changes regarding their suitability. Staff undertake regular risk assessments to identify and address potential hazards. However, staff have not identified that there is a risk to children's safety and security when it becomes dark outside, due to the poor lighting. This is because anyone entering through the entrance gate and the door to the provision cannot be easily seen.

There is an appropriate ratio of adults to children. One of the three staff holds an appropriate qualification and a second is working towards a qualification. Senior staff within the organisation are committed to improving staff practice and take appropriate action regarding any underperformance. Last year the organisation focused strongly on staff recruitment to promote continuity for children. There are clear aims to provide training on behaviour management and play for all staff within the organisation. All managers are due to attend leadership and management training. Staff training needs are generally identified and met during regular supervisions and appraisals.

The manager meets regularly with the small staff team to plan activities. There are generally well-focused improvement plans implemented through engagement with staff, children and parents. At the end of each session, staff discuss and evaluate the success of the activities. They use questionnaires and a book to seek and act on suggestions from parents and children to make continuous improvements to the provision. For example, in response to parents' requests for more information about activities, staff have recently introduced a half-termly newsletter with relevant details. There are also plans to introduce a parent notice board with more regular information. Staff have recently obtained a games console that children have requested. One member of staff has been working hard to implement plans to label items around the room in other languages. Recommendations made at the last inspection have been met. Play equipment has been made easily accessible to children indoors, which promotes their independence. Improvements have been made in communication with the school teachers, which enables staff to share information about children's well-being and care needs more effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that risk assessments include the outdoor lighting in the entrance area to maintain children's safety and security (compulsory part of the Childcare Register).

- ensure that risk assessments include the outdoor lighting in the entrance area to maintain children's safety and security (voluntary part of the Childcare Register).

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

Unique reference number	EY428085
Local authority	Hampshire
Inspection number	823370
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	8
Name of provider	4 Children
Date of previous inspection	06/10/2011
Telephone number	01621 827850

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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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