

Axbridge Community Care Club

Moorland Street, Axbridge, BS26 2BA

Inspection date

22/10/2012

Previous inspection date

01/03/2010

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 behave well and are aware of behavioural expectations.
- Children enjoy and value being able to play and relax with their friends, after a busy day at school.
- Warm and supportive relationships are formed. Staff are good role models for the children.
- Children are confident and motivated to select and use resources independently, because staff value their ideas and celebrate success.

It is not yet outstanding because

- There is a limited opportunity for young children to hear stories and rhymes being read to them.
- There are fewer opportunities for children to make healthy food choices at snack time.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 inside the main cabin and in the outside play area.
- The manager held meetings with the provider.
- The inspector looked at children's assessment records and the club's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sandra Croker

Full Report

Information about the setting

Axbridge Community Care Out of School Club is privately owned. It opened in 2002 and operates from a single storey cabin on the grounds of Axbridge First School in Somerset. Children have access to an enclosed outdoor play area. Axbridge Community Care Out of School Club is registered on the Early Years Register, and the compulsory and voluntary

parts of the Childcare Register. There are currently 29 children aged from four to nine years on roll. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities.

Axbridge Community Care Out of School Club is open each weekday for a breakfast club from 8am to 8.50am. The after-school club is open each weekday during term time from 3.15pm to 5.45pm. There are three staff employed to work with the children; of these, one has an early years qualification at level 2, one has an early years qualification at level 3, and one has an early years qualification at level 4 or above. Axbridge Community Care Out of School Club receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the opportunity for children to enjoy stories and rhymes by, for example, providing a listening area .
- reinforce messages to children about making healthier choices by, for example, offering a healthy range of food at snack time.

Inspection judgements

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

The club successfully provides interesting and challenging experiences for children. Children excitedly explain that they are never bored and look forward to coming to the club. Staff successfully engage children in activities because they are good at supporting children's confidence. The club provides a wide range of resources which are relevant to all children's interests. Parents report how they share what they know about their children and are kept well informed about their children's achievements and progress. Parents thoughtfully explain that staff at the club work closely with the school to robustly support their children to make good progress. Strong partnerships support learning that match children's individual needs, including those with additional needs.

Staff effectively introduce new activities to motivate children. Older children become deeply involved in making paper aeroplanes using a non-fiction book to develop their ideas. Staff successfully follow children's lead in conversation and respect their efforts and

ideas. Staff have a secure knowledge and understanding of how to promote children's learning and development. Younger children enjoy story making through role play in a cosy outside play house. Staff regularly listen to, carefully observe, and skilfully question children during activities.

There is an area for children to relax inside, with comfortable chairs, where children rest quietly if they need to. Children enthusiastically report that they have plenty of opportunity to have fun with their friends and look forward to the opportunity to be with them. Relationships at the club are strong at all levels. Children enjoy being energetic but they are also pleased to have the opportunity to rest after a busy school day. Children can access a wide range of books which include those that effectively explore the diversity of cultures. However, at the busy club there is limited opportunity for children to listen to stories being read to them.

Children make good progress because staff have high expectations of all children based on accurate assessment of children's prior skills. Letters, shapes and numbers are well displayed to facilitate children's independent learning. Staff and children effectively create displays together on the club wall. Staff are committed to valuing children's ideas and celebrating their success. For example, staff thoughtfully fit in with children's own ideas as they make a firework display. The club provides activities that give children the opportunity and motivation to practise manipulative skills, for example, through cooking, painting, drawing, making bead patterns and playing musical instruments. Children enthusiastically draw using a magnetic board with a screen, allowing their marks to disappear with a sweep of the eraser. There is a good range of resources enabling children to develop their skills in using information and communication technology. Older children collaborate well using a video game console, and younger children eagerly use technological toys to role play preparing food. Children show fascination in operating a role play till where they use the built in calculator to practise their number skills.

The club strongly supports children's outside play. They are confident and motivated to select and use resources independently from an outside storage shed. Some children eagerly choose to spend their entire club session playing energetically with friends. Staff effectively organise lively games that encourage children to be active. Young children enjoy practising movement skills through games with skipping ropes, cones, balls and bats. Other children engage creatively with a good selection of small world equipment, and role play resources in the large outdoor play house. Children consistently display the characteristics of effective learning as they play, explore and enjoy the challenges the club activities provide.

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

Children attending the club report that they are happy because they never run out of fun things to do. Children engage excitedly with the club environment as they select and use resources independently both inside and outdoors.

There is a well-established key person system for young children which helps them form secure attachments and promotes independence. Children form strong bonds at the club and develop good personal, social and emotional skills. This is because at snack time they talk to one another about how they are feeling. Children are gaining an understanding of risk through activities that encourage them to explore their environment. Parents are confident that staff observe carefully and thoughtfully intervene when appropriate to keep their children safe. Relationships are strong at all levels at the club. Children take-turns to share the outside space and staff are deployed well to help them. Staff are committed to keeping children safe. Staff effectively involve children in agreeing codes of behaviour as they decide where to use large balls or to use skipping ropes. Children behave well and play cooperatively and staff are thoughtful to make sure that everybody experiences being included. Staff have a good understanding of how to support children's emotional well-being.

Staff are committed to promoting health awareness by planning interesting opportunities for children to be active. Children energetically ride scooters and play with bats and balls. Staff effectively organise time to take children into the school grounds, to enjoy the adventure playground. Children gain a good understanding of the need for physical exercise.

Parents report they are happy with the refreshments provided. Children successfully learn about the need for variety in food during planned activities, and in displays on the club walls. However, there are limited opportunities to make healthy food choices at snack time. Although some children still needed reminding to wash their hands before eating staff positively encourage children to manage their own hygiene and personal needs. Children are competent at managing their personal needs relative to their ages.

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

The provider has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage. For example, the safeguarding policy is restructured in-line with the new statutory framework to include the use of mobile phones and cameras. Arrangements for safeguarding children are robust and well embedded. Clear policies and procedures are known and understood by all staff and implemented consistently. Recruitment and vetting procedures are rigorous in testing the suitability of all adults working with children.

The provider has a secure understanding of the areas of learning and how children learn. She monitors educational programmes so that children have a broad range of experiences. Children with identified needs have clear learning targets and strong partnerships with parents and school, secure appropriate intervention.

There is a well-established programme of professional development helping practitioners to improve their knowledge, understanding and practice. The provider explains that staff will soon update their training in safeguarding and first aid.

Thorough self-evaluation takes into account the views of staff, children and their parents. There are strong links between identified priorities and plans for improvement. For example, there are plans to have a shed outside to enhance the use of music as a way of capturing experiences. Actions to overcome weaknesses identified in the last inspection have been successful. There is an effective partnership between the club and the school so that assessment arrangements clearly identify children's learning priorities.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY262559
Local authority	Somerset
Inspection number	814570
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	16
Number of children on roll	29
Name of provider	Linda Rose Maunders
Date of previous inspection	01/03/2010
Telephone number	01934 733091 or 07708982481

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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 that are usually their 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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