

Ashbrook Tigers

Ashbrook Infant & Junior School, Victoria Avenue, Borrowash, Derby, Derbyshire,
DE72 3HF



Inspection date

5 June 2015

Previous inspection date

7 October 2009

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

Summary of key findings for parents

This provision is good

- Children's safety is rigorously promoted through robust safeguarding and welfare procedures. Staff attend regular training and know the procedures to follow if they have a concern about a child. The manager carries out detailed risk assessments to minimise hazards.
- Children are happy, confident and comfortable in their surroundings. Staff recognise the uniqueness of each child. The good key-person system enhances relationships towards children and their families very effectively. Consequently, children develop a strong sense of security and trusting relationships.
- Staff plan activities considering children's interests and developmental needs. This means that children enjoy attending the club and make good progress in their learning.
- Staff promote physical development effectively. As a result, children handle equipment efficiently and gain good control and coordination of their bodies.
- Strong and trusting partnerships between staff and parents have been developed. There are effective procedures in place to share information and celebrate children's achievements.
- The manager and her team are motivated and committed to improving the club for all children.

It is not yet outstanding because:

- Staff do not always provide extra challenges that complement what children are doing at school. As a result, children cannot always build on what they already know, to extend their problem-solving skills.

What the setting needs to do to improve further

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

- enhance the activities provided to give children extra challenges so that they can use the skills they have gained at school and solve problems for themselves.

Inspection activities

- The inspector spoke to children, parents and staff and held a discussion with the manager during the inspection.
- The inspector observed children taking part in activities, both inside and outdoors.
- The inspector sampled children's learning records, planning documentation and staff files.
- The inspector carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff working in the club and a range of other documentation, including policies and procedures and the action plan.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enter the club with enthusiasm. Staff have a secure understanding of how children learn through play. Staff interact with children in a friendly and supportive manner to make all games and activities enjoyable. They carry out observations of children while they play. This enables them to create planning that reflects children's interests and complements experiences they receive at school. Children are confident and active learners. They instigate their own play as they investigate the activities on offer to them. They concentrate, listen to instructions and cooperate with each other as they play. Consequently, children are acquiring skills for future learning. Children use their imagination and creative skills well. For example, they pretend to be space people as they play with the small toys and create robots out of construction pieces. However, staff do not always provide extra challenges that enthuse children to investigate more, to complement their learning at school.

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

Staff create a welcoming provision where children thrive. Children are happy and content and show a good sense of belonging. Gradual settling-in processes support children in the move to the club. Staff liaise well with the host school when children first start attending. This enables them to provide a broad range of learning opportunities to complement children's learning from school. Children play harmoniously together, sharing toys and taking turns. Staff promote good hygiene procedures and encourage children to use their self-help skills appropriately. Children learn how to keep themselves safe with guidance from staff. For example, children know where they can go in the school grounds and how to use equipment safely. In addition, they take part in regular fire drills so they know how to keep themselves safe in an emergency. Children learn about healthy lifestyles. They take part in daily exercise and enjoy healthy snacks. Children grow vegetables and fruit, which encourages them to eat healthier foods as they taste the produce they have grown.

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

The manager is a strong leader and manages the club effectively. She is committed to providing a high-quality after school club. Staff have a good knowledge of how to promote children's learning because they are experienced and have good qualifications. The manager assesses children's learning to ensure they continue to make good progress. She reflects on her practice and that of the staff. The manager identifies the strengths and weaknesses of the club, and uses action plans to ensure improvements are made. There are systems to support staff's professional development and performance. Staff attend regular one-to-one supervisions, annual appraisals and staff meetings. This helps the manager to ensure staff attend appropriate training, to benefit all children. Partnerships with other settings, the local authority and professionals help maintain continuity in children's care and learning.

Setting details

Unique reference number	EY279991
Local authority	Derbyshire
Inspection number	861031
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	60
Name of provider	Ashbrook Tigers Committee
Date of previous inspection	7 October 2009
Telephone number	01332 662695

Ashbrook Tigers was registered in 2004. It is an out of school club and is run by a voluntary committee. The club is open Monday to Friday from 7.30am to 9am and from 3.20pm to 6pm, term time only. During the school holidays and teacher training days sessions are from 7.30am to 6pm. There are eight members of staff, including the manager who works directly with children. Of these, five staff hold early years qualifications at level 3 and the manager holds a qualification at level 4

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