

All My Friends After School & Holiday Club at Hucclecote

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

All My Friends After School & Holiday Club at Hucclecote is one of three settings currently operating under private management. It registered in 2012 to offer after school and holiday care. The group operates from a church hall in Hucclecote, approximately three miles from Gloucester city centre. The premises include a welcome area and a main hall. Children have access to an enclosed, grassed area for outdoor play. The club opens each weekday during term time from 3pm to 6pm for all children and from 8am to 6pm during school holidays. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children aged from four to under eight years, including 35 in the early years age group may attend. There are currently five children in the early years age group on roll. The club currently supports a number of children with special educational needs and/or disabilities. There are six members of staff and three of these, including the manager, hold appropriate playwork and/or early years qualifications. There is one member of staff working towards a qualification. Operational links are in place with nine schools, from which a daily collection service is offered for after school children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a relaxed, inclusive environment where children settle to be secure and happy. Children progress well in their development and learning as staff observe them closely to be well aware of, and successfully meet, their individual needs. Children are safe in secure premises and staff well promote their health. Overall, they choose from a wide range of attractive resources to be actively engaged in interesting play activities, although technology resources are less plentiful. Partnerships are effective and, overall, many good links with parents and carers help to keep them well informed of their child's progress and achievements. In-depth reflection of practice enables the committed staff to effectively maintain continuous improvement of their provision for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enable children to find out about and learn how to use a wide range of appropriate information technology that supports their play and learning
- extend the relationships with parents by sharing information about activities in which children have participated to offer further support for extending learning in the home.

The effectiveness of leadership and management of the early years provision

The club is well organised to provide a helpful, flexible service to families. All required policies and procedures include informative detail and the management regularly revises these to help keep parents and staff up to date. All staff are vetted and each is well supported through effective induction procedures and continuous professional development. Key staff have good knowledge and understanding of child protection issues and of the procedure to follow with any concerns about a child. Thorough risk assessments are in place for the premises and staff always review procedures for individual outings. Well-known systems of close supervision by staff keep children safe when visiting the toilets and playing outdoors.

Effective processes for evaluating the club's strengths and areas for development involve reflection by staff, parents and children. From these, action plans are put in place identifying areas to improve. For example, staff identified the need to develop indoor, physical play during wet weather. Staff listen closely to parents' views and regularly ask children to make wish lists so they can provide helpful games and toys for them. Over time, the club offers a wide range of varied activities and resources. Staff set out a good range each session and children are welcome to ask for other items from storage. Children enjoy the freedom to move around and take part in different activities. For example, they become absorbed for long periods, playing with small world toys, printing with paint and exploring shaving foam. They thoroughly enjoy this supportive and accessible out-of-school environment.

The club strongly promotes equality of opportunity as individual children's well-being is effectively supported by the well-established key person system. Staff have particularly good awareness of each child's personality, interests and activities. As a result, children successfully socialise, take decisions and make choices about the toys and equipment they use for their activities. The club's resources include games and other materials that reflect positive images of culture, ethnicity and gender and activities are planned to reflect cultural traditions, including 'first nations'. Staff show good interest in the backgrounds of those attending and encourage children to explore their differences, such as hair care, in play and conversation.

Partnership with others is strong. Key persons make good links with teaching staff they meet when collecting children from schools. Children with special educational needs and/or disabilities receive good support through funded, one-to-one staffing achieved with parental help. New families are warmly welcomed and parents receive good information about the club through clear notices and well-prepared leaflets and newsletters. Parents gain ongoing information about children's activities in a variety of ways, including seeing activities set out and children's folders. However, staff do not regularly share information about activities in which children have participated, to offer further support for extending learning in the home. Parents praise the quality of care their children receive; they particularly

commend the caring, attentive staff and the reassuring routines.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the club and have fun in the company of the staff and children of different ages. They demonstrate consideration for others and the older children present have a positive impact upon the care of the younger children. They are sensitive to their needs and happily include them in their conversation and play, for example, helping them to gain ball skills. Children effectively learn about the importance of healthy lifestyles. They enjoy being outdoors each session and willingly practise good personal hygiene routines with care. They discuss nutrition when tasting different foods and make healthy choices for snacks, including items from the fruit bowl. They also eat food they make during cooking activities, such as 'bird's nests'. They serve themselves with water and sugar-free drinks throughout each session so that they do not become thirsty.

Children choose to play with items from the interesting range of resources available, including varied art and craft materials. They join in small group activities with enthusiasm and good concentration, such as board and card games to extend problem solving and questioning skills. Staff continuously observe each child's activities, adapting these to challenge children at their own level. For those at the after school club, staff keep a record to show progress in the areas of learning. As a result, staff have good awareness of children's next steps. Planning includes themes and activities based upon children's interests and suggestions and these effectively help children to extend their skills for the future. Children spontaneously engage in conversations and in activities that involve writing and drawing. They confidently use mathematical language and pose problems for themselves, for example, experimenting with toy cars on a makeshift ramp. However, provision for children to support their play and learning through using a wide range of technology is less robust. Children concentrate well on their chosen play, for example, to dance to music, role play with puppets, read stories and construct complex models with bricks.

Children feel safe with the familiar adults and ask for help when this is required. They eagerly take advantage of club outings. They visit the library and spacious, outdoor areas where they learn to keep themselves safe during energetic activities, such as forest trail walking. They are well supported to think of safety as they set up challenging activities that present elements of risk, including outdoor gymnastics. Children behave well because they are interested and engaged throughout the club sessions. They are clear about boundaries and eagerly take responsibility, for example, to help tidy the equipment. They are willing to take turns as a matter of course. Children benefit from the staff's concern for their individual needs which enables children to build a strong, trusting relationship with them. As a result, children become confident, independent and curious to try out new activities and experiences. For example, they become engrossed in parachute games, volunteering to act as 'lifeguards and 'sharks'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met