

First Friends After School Club



Parkview Primary School, Springwood Drive, Oakwood, Derby, Derbyshire, DE21 2RQ

Inspection date	21 May 2015
Previous inspection date	12 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some of the staff who administer first aid in emergencies cannot prove they hold an up-to-date paediatric first-aid certificate. This does not help to fully secure the children's welfare in the event of an accident.
- Occasionally, when children are using the computer. They do not always share equipment fairly, which sometimes turn into disputes about whose go it is next to use the computer.
- Teaching is not focused on helping children to think at a higher level to increase their problem-solving skills.

It has the following strengths

- Staff implement good child protection procedures. They 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 have developed strong relationships with children ensuring children's emotional well-being is promoted well.
- Staff promote children's understanding of good personal skills and an awareness of leading a healthy lifestyle. Staff provide children with healthy food to eat and promote daily exercise.
- The manager and her team have an effective two-way flow of information with parents. This helps to ensure children's individual needs are met.

What the setting needs to do to improve further

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

- ensure documentation is available to prove all staff who are administering first aid hold an up-to-date paediatric first-aid certificate to promote the welfare and safety of children in the event of an accident.

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

- develop ways of ensuring children can share the computer fairly by, for example, putting in place a system that checks on how long children are using the computer and whose turn it is next, so that disputes about the use of the computer games are minimised
- raise the quality of teaching by providing children with more activities and resources to extend their exploratory and thinking skills, so that they can better create or solve problems for themselves.

Inspection activities

- The inspector spoke to the children, staff, parents and held discussions with the manager.
- The inspector observed activities indoors and outside, including at teatime.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the club's 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 arrive with excitement and enthusiasm. They have a positive attitude to learning. As a result, they are acquiring key skills for future learning. Children are confident and active learners. Staff are all well qualified and experienced. This has a positive impact on their understanding of how children learn best through play. Overall, teaching is good. Staff interact well with children. They promote communication and language skills well, by constantly talking to children, asking questions and holding purposeful conversations. Children's physical development is good. Children use their imagination, creative and drawing skills well. For example, they pretend to be a police officer as they play with role-play toys and draw pictures of bugs they have found. However, staff do not always provide extra challenges that encourage children to investigate more and solve problems.

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

Staff create a welcoming provision where all children are happy to attend. 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 the setting to provide a broad range of learning opportunities to complement children's learning from school. Overall, children play well together. However, there are times when children argue about whose turn it is next. This leads children to become involved in disputes over the computer. Staff deal with these disputes appropriately, but have not put any systems in place to help children fairly negotiate the problem for themselves. Staff promote good hygiene procedures and encourage children to use their self-help skills appropriately. Overall, staff teach children how to be safe. 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.

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

Children are kept generally safe and their well-being is promoted sufficiently. The premises are safe and secure. However, on occasions some staff administer first aid without proof that they hold an up-to-date paediatric first-aid certificate. This means that children treated by these staff may not be given the most up-to-date treatment to ensure their safety. Staff are committed to checking children's progress. They observe children while they play and identify the gaps in children's learning. They then provide activities to close the gaps quickly. This ensures children continue to make best progress. There are systems to support staff's professional development and performance. For example, they attend meetings, termly supervisions and annual appraisals. Staff have also attended some relevant short training courses to increase their knowledge to benefit all children. The manager and her team have made some recent improvements to the club. They have identified areas of strengths and some areas for improvement. Partnerships with other settings and professionals help maintain continuity in children's care and learning.

Setting details

Unique reference number	EY332468
Local authority	Derby, City of
Inspection number	862528
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	37
Name of provider	First Friends P.D.N. Limited
Date of previous inspection	12 October 2011
Telephone number	01332 835 439

First Friends After School Club was registered in 2006. It is privately owned and managed by First Friends P.D.N. Limited. The club is open Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time. During the school holidays and teacher training days sessions are from 7.30am to 6pm. There are three members of staff, including the manager, who work directly with the children. Of these, the manager holds a qualification at level 4; the other staff hold early years qualifications at level 3.

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