

First Friends After School Club

Chaddesden Park Infant School, Tennessee Road, Chaddesden, Derby, DE21 6LF

Inspection date	11/07/2014
Previous inspection date	02/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff know individual children well, enabling children to feel secure and form trusting relationships. Children are confident individuals who behave well. As a result, they play harmoniously together, taking turns to share resources.
- Activities are planned considering children's interests and developmental needs, which means that children enjoy attending the club and are making good progress in their learning.
- Management have a good understanding of their responsibilities to ensure that the club meets the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's safety and well-being is effectively promoted.
- There is a good rapport with parents with good two-way communication systems to ensure that children's individual needs are known and met.

It is not yet outstanding because

- The partnerships with other settings children attend are not always consistent enough to enable staff to fully complement learning in settings in which children spend more time.
- Some children spend long periods of time on single activities, such as the games console, resulting in them not participating in the wider range of activities available.

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 held discussions with children, parents, staff and management throughout the inspection.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's policies, procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

First Friends After School Club opened in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings owned by First Friends P.D.N Ltd. It is situated within Chaddesden Park Primary School, in Derby and is privately owned. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club opens Monday to Friday, from 7.30am until 9am and 3pm until 6pm during term time, and from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 35 children attending, of whom six are in the early years age group. Children attending the club attend the Chaddesden Park school and are also collected from Cavendish Close and Cherry Tree Hill schools. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is unqualified. The manager holds an appropriate early years qualification at level 4. The 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:

- strengthen the partnerships with all settings that children attend, to enable staff to plan activities that consistently complement children's learning from those settings

- encourage children to explore and engage more actively in the wider range of activities available during their time in the sessions.

Inspection judgements

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

The atmosphere within the club is fun and children are clearly enjoying the activities staff provide and children are eager to play. Staff meet children from school and accompany them safely into the clubs room. On arrival, children quickly choose an activity to become involved in and sit talking to each other about events from home or their school day. They treat each other in a respectful manner and happily help each other with different tasks. Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They provide activities that link closely to children's interests and preferences because staff gather good information from parents on entry to the setting. Staff effectively observe children on a regular basis and use the information they gather to plan exciting and challenging activities at the club. Staff track children's progress and provide for their next steps in their learning effectively. As a result, children make good progress in all areas of learning in relation to their starting points and are gaining skills and attitudes to help them with future learning, for example, cooperation and independence

skills. Parents are involved in their children's learning and can talk to staff daily about the progress their children are making. The impact of this is that staff can assist effectively in children's learning and help them make good progress. For example, staff help children with reading or homework.

Most children enjoy investigating and exploring, and initiate their own play, demonstrating they are keen learners. Staff motivate and enthuse children and provide a broad selection of activities that inspire children to learn, for example, science, water painting and team games. Children focus well and engage in the activities staff provide. Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions well. Children are confident communicators; they listen to staff, follow instructions and make their needs known. For example, children are investigating how to make the windmill move, with gentle suggestions from staff they succeed by flapping card and blowing. They are proud of their success and tell the inspector what they have done, demonstrating confidence and good communication skills. Children are involved in simple mathematics as they are involved in playing a selection of board games and enjoy baking sessions, where they learn about measuring and estimating the ingredients to make cakes.

Staff encourage children to use books and read popular stories. They enjoy sitting with friends and discussing the pictures and they predict what might happen next. This helps children to understand that books and stories are pleasurable to read. Children participate in purposeful activities to enhance their writing skills. For example, they write the contents of cards for special occasions, aiding children's literacy skills effectively. These activities, along with painting and art and craft, also help children to express their creativity and imagination well. Children learn about technology well as they play with electronic games and remote control toys. Here, they independently switch the equipment on and listen to instructions and play the games. However, some children spend long periods of time on the game consoles and are not always encouraged to extend their play experiences. As a result, they are missing out on other areas of learning, especially physical development. A good mix of child-initiated and planned activities is provided. Art and craft activities are planned regularly and most children enjoy physical activities both indoors and out and have plenty of space to freely move around. They enjoy daily opportunities to play games and become involved in playing football, basketball and using small equipment, such as bats and balls. Staff also provide opportunities for all areas of learning outside, to enhance children's all-round learning. For example, children use water and paint brushes and draw pictures. They instigate a game of guess the picture, where children and staff ask questions to find out what has been drawn. This involves thinking critically by using questioning skills and good handling skills. Squeals of laughter show children's enjoyment as they play cooperatively with bubbles, trying to create large bubbles and seeing how high the bubbles fly. A member of staff provides them with a stop watch and they time how long it takes for the bubble to disappear. This activity helps children to play well together, to recognise each other's capabilities and develop social skills for the future. In addition, it demonstrates good teaching and above all, children having fun while they attend the club.

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

Children arrive in a cheerful manner and happily greet their friends and choose what they want to do. Staff are prepared for children's arrival and ready to help them settle. Staff create a very warm, friendly and comfortable environment where children develop good friendships and demonstrate positive behaviour. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the club. This creates emotional security for children and helps them grow in confidence. Behaviour is well managed in the club. The key persons for the reception children know children well and have built up secure relationships with them. This helps children to settle quickly into the club and aids the smooth move when they first start from reception class. Staff are consistent and fair when encouraging children to share and take turns and children learn to negotiate and cooperate with their peers. They play harmoniously together and show an awareness of responsibility in the club. For example, a mixed age group of children, who are playing a board game, take turns, resolve problems for themselves and help younger children to understand the rules. Staff make good use of praise and encouragement. This promotes children's good behaviour and develops their confidence and self-esteem.

Safety is a high priority of the club. Children learn about road safety as they walk to and from school and have discussions about stranger danger when they go on trips. Children learn about keeping themselves safe in an emergency because they participate in regular fire drills. As a result, children are becoming aware of how to keep themselves safe at all times. Most children have the opportunity to play outdoors, promoting their physical well-being and exercise as they enjoy the fresh air daily. Staff promote children's good health through effective health and hygiene routines. Successful, effective deployment of staff ensures that all children form secure emotional attachments. This provides a strong base for developing independence and exploration and for children developing skills for the future. As a result, they are confident and enjoy their time at the club. Staff support children's independence effectively. Children show they are independent as they move around the club rooms freely and efficiently. Staff use two-way radios to ensure their safety, as they communicate with each other about where and what children are doing.

Staff encourage an awareness of healthy eating. Teatime is sociable and children enjoy the cafe-style tea bar. Here, they help themselves to a choice of healthy food, such as, pasta, tuna, meatballs, sweetcorn and salad. They sit at dedicated tables and chat with their friends and staff about a selection of topics. For example, they discuss sports day at school and who won. The move from pre-school to the club is smooth as staff sensitively invite children to attend with their parents so that they settle well and this helps their emotional security. Parents are encouraged to complete an all about me sheet, so that staff know the children's needs, likes and dislikes. Staff ensure there are games and toys available that children are familiar with to aid their move into the club.

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

The manager is well-organised and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. The premises are secure and visitors are required to sign the visitor's book to further safeguard children. In addition, children are supervised well both in and outdoors. Staff demonstrate a good awareness of safety issues and take care to ensure that the environment is welcoming, safe and accessible. This contributes to children's enjoyment of their time at the setting and ensures that they have a positive childcare experience that forms a sound base for their future learning.

Staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. For example, all staff have recently completed a safeguarding training course. The manager has a training matrix in place, which links to the improvements of the setting, core training needs and staff choices. The manager has started to complete self-evaluation to highlight strengths and weaknesses. She has involved staff, children and parents in this process, which fully promotes outcomes for all children. One of the improvements staff have identified is for the outside area. In conjunction with the school, the club intends to plant flowers, vegetables and create hanging baskets. This is also to help children's awareness of the natural world. Systems for monitoring staff performance and activities are in place. For example, staff attend regular meetings; have termly supervisions and annual appraisals, which all help to improve staff's practice, understanding and the quality of the service provided. Both management and staff have worked extremely hard since the last inspection and successfully implemented all of the actions and recommendations. For example, they have improved the activities they plan for children and have implemented an equal opportunity policy and procedure and therefore, offer an inclusive service for all children and families.

The manager is aware of the need to work in partnership with others, as the need arises, in order to help children who may need extra support in their learning. Most children attend school throughout the day; therefore, the manager is aware that activities should complement what they do there. However, this does not always take place. This is because the links with the schools children attend are not always consistent. This means staff do not fully complement the activities children are learning at school to increase their learning. Staff do, however, act as a bridge between teachers and parents to provide continuity of care, as they drop off and collect children at school each day. There is a strong focus on partnership working with parents, who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. Daily discussions and newsletters keep parents informed about their children's learning and development. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Parents value staff, finding them approachable, caring and sensitive to children's needs.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY267132
Local authority	Derby, City of
Inspection number	819842
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	First Friends P.D.N. Limited
Date of previous inspection	02/02/2009
Telephone number	01332 673533

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Type of provision

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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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