

Swallowbrook ASC

Community Centre, Station Road, Woburn Sands, Milton Keynes, Buckinghamshire, MK17 8SH

Inspection date	14/01/2013
Previous inspection date	10/02/2009

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 have meaningful ways of utilising the skills they learn at school, such as writing their own newsletter for parents.
- Staff know children well and support their learning effectively. This helps all children to make good individual progress in their learning and development.
- Staff empower children to be highly participant in all aspects of the club. This means that children are very confident and settled.
- The value staff place upon children's views and ideas mean that activities engage and excite children throughout their time at the club.
- Children enjoy a safe and secure environment because staff are aware of their responsibilities in relation to safeguarding.

It is not yet outstanding because

- Children do not have a regular area where they can engage in role play to further support their imaginative play.
- The quiet area where children rest does not include books for children to read as they unwind and relax.

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

- Children shared their views and opinions about the club with the inspector.
- The inspector held a meeting with the manager to discuss staff performance and self-evaluation.
- Children and staff were observed by the inspector while they engaged in activities.
- Staff shared their knowledge of children's learning and development with the inspector.

Inspector

Hayley Marshall

Full Report

Information about the setting

Swallowbrook After School Club opened in 2005 and is privately run. It operates from the main hall in the Community Centre in Woburn Sands, Buckinghamshire. Children have access to a fully enclosed outdoor play area. The club is open each weekday during term-time and sessions are from 3pm until 6pm and 8.30am to 6pm during the school holidays if numbers allow. There are currently 25 children on roll, three of who are in the early years age range. Children attend from various local schools and are collected by staff via a

walking bus and vehicle.

This club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. The club currently supports a number of children with special educational needs/or disabilities.

There are two permanent staff members. Three members of staff work on a casual basis when required. The permanent staff hold a level 3 qualification and level 2 qualification. Additional staff are qualified at level 2, 3 and 4.

What the setting needs to do to improve further

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

- develop children's imaginative play further by providing a regular area for children to engage in role-play
- increase children's enjoyment of reading by providing books in the quiet area for children to read when they are resting.

Inspection judgements

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

Children arrive eagerly at the club and are familiar with the routine. As they arrive all children sign themselves in and record their time of arrival. This helps children to take responsibility and also values the early writing of younger children as staff praise their attempts. Children further develop the skills they learn at school because staff encourage them to write a monthly newsletter for parents. All children participate and share their views such as, what they like to eat at snack time. This means that the staff not only support children's prior learning but extend it in ways that are meaningful. The newsletter helps parents to stay in touch with what children feel about their learning and development at the club.

Children engage excitedly in conversation with adults as they talk about what they have done at school and what they enjoy doing at weekends. Children freely share their ideas and opinions as they have club meetings when they wait for their snack. This time allows them to get together as a group and talk about activities that staff include in plans for the following week. As staff seek all children's views, activities are well planned to stimulate their individual interest. Consequently, all children are very happy and reluctant to leave

the club when their parents arrive.

Children have a good range of opportunities to develop physically. They use tools with increasing skill such as making pictures from beads and using scissors in craft activities. Outdoors, children play team games and visit the local park to develop their large muscles. Children choose what they want to play with and take care of the resources they use. This helps them to develop a sense of independence and control over their learning. There is scope to further develop children's imaginative play by providing a regular area for children to engage in role play.

Older children are considerate and interact kindly to younger children because staff have firm rules and demand a respectful environment. The respect staff show children means they too are shown equal regard. Behaviour is extremely good which helps younger children to feel safe and secure. There is a sense of fairness that children understand because they time popular activities such as using the computer, to ensure all children have a turn.

Staff support children's learning and development in all areas of the educational programme. When children display a curiosity staff use this to ignite their interest. For example, children help staff with documentation such as registration, by writing a number line for them. Children are able to choose a book to read from a drawer. However, books are not readily available in the quiet area where children unwind and relax. Children make good individual progress and enjoy their time at the club because the staff are proactive in finding ways to engage them.

Children are very fond of the staff that care for them because staff understand their individual needs well. When children arrive at the club and say they are tired, staff encourage them to snuggle on the sofa with them. Familiar staff collect children from school each day helping them to enjoy close relationships and continuity of care. Staff discuss children's well-being with teachers and share information about the children's day. This allows staff to effectively relay messages from school and support children as they move between school, the club and home.

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

The close relationships children share with adults mean that children are very confident and display good levels of engagement within the club. They are able to make their needs known to staff who are responsive and sensitive to them. Consequently, children express that they enjoy their time at the club and are happy.

Children enjoy a range of nutritious snacks when at the club. Staff find out about what children would like to eat by using a 'snack wish list'. Children understand the importance of healthy eating and have treats, such as chips, on special occasions. Children engage in games and activities that support them to be mobile and active. For example, children play team games outdoors and those close enough, walk to club after school. Staff encourage children to understand their need for rest when they feel tired as the evening draws on. Children manage their own needs by getting a blanket when they feel cold and want to

curl up on the sofa. Staff have a good understanding of how to prepare and store food safely. They maintain a clean environment for children and encourage them to take responsibility for hand washing.

Staff maintain a calm and purposeful environment by encouraging children to take responsibility for their own behaviour. Older children remind younger ones that they need to pick computer controllers up from the floor to prevent them becoming broken. Staff are good role models for children as they speak to them with respect and courtesy. This creates an atmosphere of inclusion where all children have high self-esteem where children are confident and secure.

The good knowledge staff have of individual children means that they can accurately discuss children's progress and development. Staff have high expectations about what children can do. This supports children in their continuing positive attitudes towards learning.

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

All staff have a sound understanding about how to keep children safe. Comprehensive policies and procedures underpin the work of staff. Staff know their responsibility in relation to child protection as there are clear guidelines for reporting any concerns about children's well-being. The manager has a good understanding of safe recruitment. Induction is effective in checking the suitability of all those who work with children. Staff are vigilant in checking the environment for risks. They use suitable measures to reduce risks for children. For example, when children play in the local park adjacent to the club, they wear high visibility jackets. This helps staff to identify them clearly and allows them to be seen at all times.

The manager is driven to improve the quality of the care provided for children. She has thoroughly addressed recommendations from the previous inspection. This demonstrates her commitment to sustain continuous improvement for the benefit of children. Staff continuously listen to children's views, giving them a high level of participation in all aspects of the club. Parents share their ideas and are highly complimentary of the care their children receive. They are keen to express their confidence in the staff team and service they receive. The manager further seeks the opinions of others such as development workers, to evaluate the quality of care. As a result, self-evaluation is accurate and targets directly bring about improvements for children.

Staff have regular meetings and work effectively together as team. Staff undertake training to further their knowledge and remain up to date with practice. This means that they continue to develop professionally and use their knowledge to care effectively for children. Supervision is supportive and staff are confident in their roles.

Partnerships with others who provide care and education for children are strong. Staff take time to talk to teachers about activities happening within each school. Staff use this

information to support children with their homework and further children's learning and development.

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	EY313040
Local authority	Central Bedfordshire
Inspection number	877990
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	24
Number of children on roll	25
Name of provider	Myrna Loy Gutzmore
Date of previous inspection	10/02/2009
Telephone number	0784 3410647

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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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