

Graitney Club

Crawley Ridge Infant School, Crawley Ridge, CAMBERLEY, Surrey, GU15 2AJ

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| Inspection date | 11/10/2013 |
| Previous inspection date | 31/01/2011 |

| 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 | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Management's highly effective evaluation and monitoring systems ensure targets for future development are identified and continuous improvements are made. This ensures the club continues to provide excellent quality care for all children.
- Strong relationships are in place between staff, children and parents. Children's self-esteem and confidence is nurtured through the interaction and praise and encouragement they receive.
- Staff are highly motivated and work exceptionally well as a team creating a secure and safe learning environment for the children.
- Children enjoy an excellent variety of activities in a stimulating and challenging environment. Children are enthusiastic, initiate their own play and play exceptionally well with their peers.

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 the manager and registered provider at the beginning of the inspection and throughout the session.
- The inspector toured the premises.
- The inspector spoke with staff and children at appropriate time throughout the day.
The inspector looked at children's records and planning documentation, evidence of suitability and qualifications of staff working with children, the club's self-evaluation form and some written policies.
- The inspector spoke with a parent and looked at parent questionnaires.

Inspector
Jane Franks

Full Report

Information about the setting

Graitney Club registered in 2006. It is a privately owned provision and operates from Crawley Ridge Junior School in Camberley, Surrey. Children have access to a self-contained building with cloakroom facilities in the grounds of the school. There is a safe outside area available for play, including the school playing fields and all-weather tennis courts. The club opens Monday to Friday during school term times from 8am to 8.40am and 3pm to 5.45pm. It serves families of children attending both Crawley Ridge Junior and Infants schools. Children attend for a variety of sessions. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age group, and 54 older children on roll. There are five members of staff, three of whom hold early years qualifications to at least level two.

What the setting needs to do to improve further

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

- continue to build on how information is exchanged between the school children attend and the club.

Inspection judgements

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

Children arrive happy and enthused and quickly engage in the stimulating activities provided for them by staff. Children flourish at the club because staff have excellent knowledge of the children's interests and use this to support children's development and learning exceptionally well. Children are welcomed enthusiastically by staff into the friendly and warm environment. As a result children immediately feel safe and secure. They explore and play, displaying high levels of independence and self-confidence.

Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities which enable them to investigate their own learning. This is because of the excellent knowledge staff have of the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Consequently, children make excellent progress and are extremely well-prepared for next steps in their development. Staff place strong emphasis on learning through play, having fun and building positive relationships. Staff are aware of children's starting points through precise assessments and parent partnerships and use strategies reflecting on the children's interests to support their individual needs. Staff complete observations on children and set targets based on their

interests that inform the settings planning. As a result, stimulating and challenging experiences are planned that focus on the individual learning styles and needs of children, motivating them to learn and progress in their learning. Staff ensure planning is flexible and influenced by the children's choices, ideas and play preferences. Parents have opportunities to be involved in their children's learning and development through daily conversations with staff as they drop off or collect their children.

Conversation between staff and children throughout the session successfully enhances children's language development. Staff are highly skilled at extending children's play. They engage children in conversations whilst they play, to encourage their critical thinking language skills. For example, they use open questions, asking children to tell them about their art work and craft activities. Young children are confident to share their views and talk about the activities they enjoy. Children develop expressive language skills as they sit together and enjoy their snack. They talk with their friends and staff about activities they have enjoyed at school. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff support children in learning to write their names using different activities that reflect their interests. Younger children enjoy exploring different toys and playing with older children to improve their social skills. Children are able to relax in the book corner where they take part in conversation with the staff and their peers or spend time looking at books. These activities support children's communication skills. Literacy skills are encouraged with access to a broad range of resources for writing and drawing. Children express their creativity as they choose to spend time at the craft table where they design and create their own tiles to display at the setting.

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

The club is welcoming to children and parents through the warm relationships developed by staff. As a result, children settle well and their individual needs are continuously met. Parents' comment very positively about the care their children receive. Comments from parents state that staff are professional, approachable and the club is invaluable. Children tell their parents that they love attending the club. They are happy and motivated to play when they arrive and they enjoy positive relationships with staff members and other children. Younger children are growing quickly in confidence in this warm and welcoming environment. The deployment of the staff and the excellent key person system promotes children's sense of security and belonging. Staff gather valuable information from parents when children first start. There is daily verbal exchange of information between the parents and members of staff who share the children's achievements with enthusiasm. This promotes the continuity of care, self-esteem and confidence in children.

The key person system is embedded into the provision and children have secure attachments and bonds with all staff at the setting. Staff value working in partnership with parents and children. Staff know children exceptionally well. Inclusive practice is embedded in planning. Cultural activities and festivals are celebrated and the achievements of children are visible on walls of the setting. As a result, children feel they are valued and belong. Children are given time to complete their activities, for example,

staff keep safe a construction a child is working on for completion the next day. Relationships of trust are fostered as children learn to manage their feelings.

Children are offered healthy snacks and eagerly help staff prepare the tables, promoting life skills and independence. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Snack time is a sociable occasion as children chat away to their friends and staff. Children accessing onsite school clubs come in, wash their hands, and help themselves to snack, clearly confident in routines and personal hygiene. This demonstrates their increasing confidence in self-help skills.

Staff have high regard for children's safety and are deployed well inside and outside of the setting. Rules on behaviour include the opinions from the children. As a result children have a sense of ownership in the club, feel safe and are aware of their own and their peers personal safety in the setting. Children's behaviour in the setting is exceptional as they engage in their activities. This is because staff know the children well and provide activities that reflect their individual interests. Children are motivated to learn and make excellent progress in their learning. The environment is challenging and stimulating with resources that reflect the needs and interest of children in the indoor and outdoor environment. New children settle quickly through the emotional attachments formed with staff. Staff encourage a buddy system, matching up a younger child with an older peer. As a result the younger child quickly forms relationships and confidence and the older develops independence and life skills.

Staff support children's emerging understanding of the importance of a healthy lifestyle. There are excellent opportunities for children to become active and learn about the importance of exercise. Children have access to an enclosed outdoor area which has a wide range of stimulating and challenging resources to reflect the age groups and needs of the individual children. In addition to this the club has access to the school playground and all weather court.

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

Management have an excellent understanding of their role and responsibility of the learning and development and welfare requirements. The club provides an extremely welcoming environment where children and parents feel valued and respected. Management are highly effective role models and motivate the staff team to strive to achieve the best for all the children. The manager is extremely well-supported by the owner and they have a strong passion to provide high quality care for children. Recommendations made at the last inspection have been addressed successfully. For example, self-evaluation now clearly demonstrates a commitment to continuous improvement to identify any future areas for development.

Staff have up to date safeguarding and child protection knowledge which helps them to protect the children in their care. The provider facilitates in-house training opportunities

throughout the year to meet the need of staff and ensure staff are aware of all club policies and procedures. Risk assessments are clearly documented to show how staff ensure children's safety as they play. Staff work together very well and are very supportive of each other. Regular management observations and the 'open door' policy that management adopt ensures that any potential concerns and issues are quickly identified and dealt with, so that the club continues to provide high quality care and learning. All records of children and documents for the club are kept on site and kept confidential.

Procedures for recruitment are excellent; they include full vetting of all staff to ensure their suitability. Staff are clear about their roles and responsibilities to safeguard children, they take positive steps to safeguard children's welfare. Detailed risk assessments and routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children as they move between the indoors and outdoors. Induction systems are robust to ensure that staff are clear about their roles and responsibilities. Staff work together extremely well. Meetings take place on a monthly basis to monitor training needs and quality of provision, based on the impact of staff practice.

Staff engage with parents extremely well and this is a strength of the club. Parents confirm they are very pleased with the setting, they find staff are friendly and helpful and keep them fully informed about their child's achievements. Information is on display for parents within the setting. The setting has built good working relationships with the linked schools and this impacts positively on the transition into the setting. Staff continue to improve how they exchange information with the children's teachers to support continuity of care. Parent's commented on how much they value the club and how supportive staff are to themselves and their children. The staff have built on excellent relationships with children which gives them a sense of ownership of the club.

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 |
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| 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 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 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

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| Unique reference number | EY320427 |
| Local authority | Surrey |
| Inspection number | 815071 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 24 |
| Number of children on roll | 54 |
| Name of provider | Annette Caroline Stephens |
| Date of previous inspection | 31/01/2011 |
| Telephone number | 01276 61144 |

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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, 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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