

Triangle After School Club

Triangle Community Centre, Mill Road, Liss, Hampshire, GU33 7DX

Inspection date	06/05/2014
Previous inspection date	15/12/2009

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

- Staff consistently use very effective behaviour management strategies. This results in children being calm, helpful and kind, and creates a positive atmosphere in which children feel secure and learn effectively.
- Staff use their knowledge of how children learn to provide focused and relevant teaching. This supports children to make good progress.
- Staff skilfully provide interesting and varied opportunities for children to develop their personal and social skills, and their communication skills. This enables children to become confident expressing themselves and cooperating with others.
- Staff follow an effective key person system to enable children to settle in and develop secure relationships. Key staff know children's next steps in learning and support children's time at the club well.

It is not yet outstanding because

- Although there are some systems for evaluating practice, these are not always used well enough to successfully target weaker areas of practice to consistently drive improvement.
- The processes for sharing any concerns about individual children's learning and development between staff are not always fully effective.

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 discussed policies and procedures with the manager and scrutinised a selection of documents.
- The inspector observed staff interacting with children indoors and outdoors, and asked them questions.
- The inspector spoke with many parents as they collected their children.
- The inspector invited the manager to carry out a joint observation.

Inspector

Chantal Clarke

Full report

Information about the setting

Triangle After School Club originally registered since 1997. The club operates from two rooms in the Triangle Community Centre in the village of Liss, north of Petersfield, Hampshire. The club serves the local community and runs a 'Walking Bus' from Liss Infant and Junior Schools. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 59 children on roll, of whom five are in the early years age range. The club has systems in place to support children with special educational needs and/or disabilities. There are four members of staff employed to work with the children, three of whom hold relevant qualifications. In addition, the club receives support from three volunteers. The club opens Monday to Friday during term time from 3.15pm to 6pm.

What the setting needs to do to improve further

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

- strengthen the systems for sharing information about children's learning to provide more consistency in promoting their individual progress
- review the processes for self-evaluation to include better use of reflective practice to fully promote continuous improvement and enhance the outcomes for children.

Inspection judgements

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

The staff at the club know each child very well. When children start attending, the staff obtain detailed information from parents and school teachers, and they supplement this with concise observations. Staff skilfully use this knowledge to adapt activities to meet each child's individual learning needs. For example, during a clock making activity some children practise recognising numerals and other children practise putting numerals in the correct order. This individualised teaching gives children the precise experiences they need to make good progress in their learning.

Staff prioritise children's personal, social and emotional development and they can knowledgeably explain how each activity provides opportunities to develop in this area. Staff supervise children using hoops outdoors to develop their physical skills. They describe how taking turns with the hoops, taking care not to bump into other children and persevering while learning to hoop, also promotes children's personal and social skills. Staff plan varied and interesting activities specifically to promote development in this area. Children draw or write thank you notes to people who have visited the setting, while

discussing how happy the recipient will be when they receive them. Staff give children responsibilities to help during snack time, which boosts their self-esteem and their sense of belonging to the group.

Staff are highly skilled at promoting communication and language skills in young children. They use interesting words during conversations and give children plenty of time to express their ideas. Staff also listen attentively when children speak and show interest in what they say. Children are confident communicators as a result, and are well-prepared for the next stage in their learning. Children with special educational needs and/or disabilities also make good progress in this area, due to staff creating effective plans. For example, one member of staff learned a popular form of sign language to support non-verbal children's communication skills.

Children are absorbed by the activities on offer and they show high levels of concentration. This shows that staff have matched the activities to children's needs and interests. Staff teach children new skills and give them repeated opportunities to practise them, showing a good understanding of how children learn. For example, a member of staff shows a child how to catch excess glitter from his art work and pour it back into the glitter pot. She then praises him when he repeats this independently, which motivates him to keep trying.

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

There is an effective key person system in use to promote close relationships between staff and their key children. Children have clear friendships with their key person and other staff at the club. The key person understands the children's family backgrounds and knows their interests and strengths to fully promote the child's individual learning and emotional well-being. Key staff support the children during their activities which helps to provide children with the motivation to learn. The key staff are clearly aware of the children's next steps in learning and any care issues in consultation with the child's school. This helps to promote continuity in children's care and learning effectively.

Staff create a safe and inviting environment for young children to play and learn. They check the premises for safety every day and their policies and procedures show they consider the children's safety at all times. For example, children always sit down while eating to minimise the risk of choking, and they wear high visibility vests on the walks from school to help ensure effective supervision. Staff teach children how to keep themselves and each other safe by explaining the consequences of actions, such as leaving toy cars all over the floor. Staff are well-informed about safeguarding and child protection issues and know how to refer any concerns they have.

The children at this club are very well-behaved, creating a calm and productive atmosphere. This is due to staff consistently implementing highly effective behaviour management strategies. Staff always praise children's kindness and helpfulness to reinforce these positive behaviours. Children are invited to formulate their own rules, which help them to learn that, for example, it is for their own safety that running is not

allowed indoors. Staff form trusting and respectful relationships with each child which motivates children to behave well. These relationships also enable children to share any worries they have with staff, which promotes their emotional development.

Staff provide nutritious fresh and dried fruit for snacks, setting a good example for healthy eating. Staff gently remind children to drink enough, particularly as it is a hot day. This teaches children how to keep themselves healthy. Attractive displays of healthy foods also encourage children to make good food choices. Staff enable children to be physically active indoors in the snack area after it has been cleared, and children also play under staff supervision in the outdoor area. Children are enthused by the resources staff provide, showing that staff have chosen these well to match the children's skill levels and interests.

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

The manager of this after school club is highly trained and has a wealth of experience. She provides close mentoring for new staff to ensure they learn the routines, responsibilities and skills required to help ensure the efficient management of the club. The manager and staff have a good understanding of the requirements for the Early Years Foundation Stage. All staff, including the manager, receive thorough annual appraisals from committee members which promotes their professional development. Staff effectively share the skills they learn on external training courses which enables them all to improve their knowledge and practice.

The manager has conducted an evaluation of the club's performance, including obtaining the views of parents, children and staff. She has successfully led the staff team through the changes needed to improve areas of weakness identified at the last inspection. She has good ideas for improving her service further, such as communicating with parents via email to save paper, and renovating the children's toilets. However, she has not looked at staff practice reflectively to help her fully evaluate where further improvements are needed.

Parents say they are pleased with the service offered by the club. They feel well-informed and particularly value the creative art projects and the club's contribution to the local community. Staff liaise very effectively with school teachers in person when collecting children. This gives them details of each child's day, any care issues and any successes to celebrate so that the setting can meet children's individual needs. Staff encourage parents to be involved in their children's learning, using questionnaires to gather their views. For example, parents have shared their opinions relating to the amount of time children spend using computers. As a result, the club now deliberately excludes computer based activities so that children receive a good balance of activities across the areas of learning. This shows there is a good working relationship between the parents and the club staff to benefit outcomes for children.

The manager has a good understanding of her responsibilities to safeguard the children in her care. She uses robust recruitment practices to ensure all staff are suitable to work

with young children. She updates her safeguarding policy and training regularly, and ensures that all staff members have a clear knowledge and understanding of protecting children and know what to do if they have any concerns. The club works with the school and outside agencies to support children who need additional support. This helps them to ensure they meet every child's individual 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	509518
Local authority	Hampshire
Inspection number	843313
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	59
Name of provider	Liss Community Association Committee
Date of previous inspection	15/12/2009
Telephone number	01730 301000

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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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