

Clubland Playscheme Ltd at Cranmere

Inspection report for early years provision

Unique reference number	EY359725
Inspection date	10/12/2008
Inspector	Angela Ramsey
Setting address	Cranmere Primary School, The Drive, Esher, Surrey, KT10 8DJ
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Clubland after school club and play scheme was registered in August 2007. It is part of a group of after school clubs. It operates from a porta cabin in the grounds of Cranmere Primary School, Esher. The after school club and play scheme also have access to the school hall. Access to the premises is via a ramp.

Children are also collected from St. Paul's Roman Catholic Primary School. A maximum of 32 children may attend the after school club at any one time and a maximum of 60 children may attend the play scheme.

There are currently 59 children on roll and of these six are within the early years age range. The club is open each weekday from 15:00 to 18:00, term time only and 08:30 to 18:00 when operating the play scheme.

Children have access to a secure outdoor play area. The club is staffed according to the numbers of children attending, with a minimum of two staff present at any time. Staff have, or are working towards, relevant childcare qualifications.

The provision is on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the setting provides satisfactory care for children within the Early Years Foundation Stage. Subsequently children are making steady progress in their learning. Systems are in place to safeguard and promote children's welfare. Satisfactory resources and play materials promote children's learning and development. Staff have a sound understanding of how children develop, however systems for observations and assessments are not yet in place. Staff work well with parents and carers and other settings to ensure each child's needs are met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure detailed records are kept of fire drills
- ensure all fire exits are free from obstructions

To fully meet the specific requirements of the EYFS, the registered person must:

- develop systems for observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child (assessment arrangements) 30/01/2009
- ensure the use of a system to record the details including the purpose of the visit, and the arrival and 15/12/2008

departure times of any visitors (safeguarding and promoting children's welfare)

The leadership and management of the early years provision

Robust procedures are in place for vetting all adults who work with the children. Policies and procedures are in place, which staff adhere to, to ensure the safe and efficient management of the setting.

Satisfactory systems are in place to safeguard children's welfare. Staff conduct regular risk assessments on the premises, in order to reduce hazards. Staff have a sound understanding of child protection procedures to follow should concerns relating to a child's welfare arise.

Although regular evacuation drills are carried out the information recorded lacks detail. Also the way in which the room is set up does not always ensure that fire exits are free from obstructions; which may compromise children's safety.

Records are generally well maintained, however, the use of a system to verify the identity of any visitors, record their names, the purpose of the visit, and arrival and departure times is not in place.

The staff team work well together and provide a safe secure environment where children are provided with a suitable range of play and learning opportunities. Resources are suitably organised in the main play space to enable children to be independent and self select resources and play materials.

The proprietor has highlighted the strengths and weaknesses of the setting. Staff have already attended Early Years Foundation Stage (EYFS) framework training. The completion of this training will help to improve staff's knowledge and understanding of how to plan and assess children's learning with regards to the early learning goals.

The quality and standards of the early years provision

Children enjoy their time at the setting and take part in activities that keep them healthy. There is access to the school playground. Here children can play ball games, and participate in team games that involve co operation. Children make their own sandwiches and choose from a variety of fillings. Staff also prepare slices of fresh fruit for children to enjoy.

Children are helped to stay safe. When walking to the after school club from a neighbouring school, children wear high visibility vests to ensure they are seen. Staff are well deployed ensuring that children are supervised well. Children take part in fire drills to help them learn how to keep themselves safe. Regular risk assessments are conducted to ensure that potential dangers are minimised.

Opportunities for children to develop their self confidence are provided as they select their own resources. Children learn to take turns as they play games such as 'guess who' and snooker. After snack time some children complete their homework. Children also have access to a computer.

Whilst participating in activities and eating their snacks children engage in conversation with each other and with staff. Children also enjoy being creative and are able to use different types of media such as chalks, pencils and felt pens.

Construction materials such as Lego and brio provide opportunities for children to work independently and with each other. Staff encourage children to join in, make friends and respect each other.

The activities provided offer a balance of indoor and outdoor experiences. Children choose activities in response to their individual interests and ideas. However, systems for observations and assessments have not been developed; therefore staff have not collated information to ensure the individual learning needs of each child are provided for.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.