

# Smallwood After School Centre and Holiday Playcentre

Inspection report for early years provision

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<b>Unique reference number</b>	EY306311
<b>Inspection date</b>	15/12/2008
<b>Inspector</b>	Linda Close
<b>Setting address</b>	Smallwood Primary School, Smallwood Road, London, SW17 0TW
<b>Telephone number</b>	0208 871 6348
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<b>Type of setting</b>	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

Smallwood After School Centre and Holiday Playcentre is run by Wandsworth Play Services. It opened in 2005 and operates from three classrooms on the second floor of Smallwood Primary School which is located in the Tooting area of southwest London. Children can access the hall and the playground for outdoor play and a playing field is available within the school grounds. The local authority is Wandsworth. The setting is registered on the Early Years Register, the compulsory part of the Childcare Centre and the voluntary part of the Childcare Register. After school care is available from 15:30 to 17:45 every weekday during term time only for a maximum of 40 children ranging in age from three to under eight years. Older children who attend the school may also attend the setting. There is no provision for overnight care. The holiday playscheme runs from 08:00 to 17:30 in some school holidays. Five members of staff work with the children and all but the manager work part-time. All members of staff hold relevant qualifications. At the time of this inspection there were nine children attending of whom three were in the early years age range. The rooms used by the holiday playscheme are on the second floor of the building which is accessed via six flights of steps and there is a lift up to this floor.

## Overall effectiveness of the early years provision

Children are cared for in a generally safe, secure and welcoming environment. The range of activities provided is enjoyable, balanced and suitable although not all staff are sufficiently confident in their knowledge of the Early Years Foundation Stage (EYFS) to ensure that they help each child to progress as much as they can given their starting points. There is a sound partnership with parents and carers which promotes effective communication regarding children's well being. The manager has identified areas of strength and areas for development and he demonstrates a positive attitude towards maintaining continuous improvement.

## What steps need to be taken to improve provision further?

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

- continue to develop staff's knowledge and understanding of the Early Years Foundation Stage.

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

- ensure that all kitchen appliances and cleaning materials are inaccessible to the children (Suitable premises, environment and equipment) 15/12/2008
- ensure that a member of staff trained in paediatric first aid is on site at all times (Safeguarding and welfare). 15/12/2008

## **The leadership and management of the early years provision**

Children are cared for by a kind, committed team of staff who are suitably qualified and clear about their daily responsibilities. Policies and procedures are in place and they are well known to the staff and made available to parents and carers. Staff are confident in their knowledge and understanding of child protection issues and the manager ensures that ongoing training keeps staff up to date which supports children's welfare. Strong security measures at the school and good staff deployment ensure that children are safeguarded. Parents provide sufficient information at the time of registration to enable staff to care for the children as they would wish. Parents share information about children's progress and wellbeing informally with the staff at the end of each session. They are invited to contribute their thoughts and ideas about the care of their children.

Regular fire drills are undertaken and recorded and daily risk assessments are completed which enable staff to identify most potential hazards. The manager has attended training to raise his knowledge and understanding of the EYFS. He ensures that the planned activities provided are varied and are broadly suitable for the children who attend. He has secured places on relevant training courses in the near future to improve the staff's knowledge and understanding of the EYFS. However, monitoring, assessment and evaluation of children's learning are not sufficiently rigorous at present to identify individual learning needs apart from personal, social and emotional development which are supported very well in the setting for all children. Effective steps are being taken to bring about improvement in the provision.

Documents and records are in place and they help to promote the efficient organisation of the setting for the children. The manager has been proactive in responding to the recommendations for improvement that were made at the time of the last inspection. His work has improved the provision for the children.

## **The quality and standards of the early years provision**

Children learn how to keep safe on their walk to the setting from a school nearby. They hold hands and cross roads carefully and they refrain from touching strange pets on their journey. In the setting they learn to walk indoors to avoid falls. Staff remind children not to go into the kitchen area in their playroom and the children are supervised. However, there are no catches on lower kitchen cupboards and small electrical appliances are not stored or used out of children's reach which are potential hazards given the young age of some of the children attending. In most other respects children's welfare is promoted well. They are well supervised. They learn to drink water or squash frequently to maintain hydration levels. The choice of snacks and food for tea is healthy and varied. Children eat their warm pita breads filled with tuna with obvious pleasure and they enjoy eating fresh fruit. A member of staff has attended relevant first aid training. However, this staff member is not present at every session and therefore staff must rely on a school first aider during some sessions which is not reliable as they cannot be sure of a

first aider being on the premises at all times. The manager has identified this as an area for improvement and suitable training for other staff has been identified.

The children are lively, happy and well behaved. Staff are firm but very pleasant in their management of the group and the children respond well. Staff help the children to develop their self-confidence and self-esteem through consulting them about what they would like to do at the after school club. Children take a democratic vote about playing outside or indoors and they also vote at circle time to decide which staff and which children will receive a merit mark on the achievement chart.

Children take advantage of the extensive outdoor space at the school. Some children select wheeled toys and some play ball games. Some of the children are accomplished skippers and the staff teach them traditional rhymes and games as they skip. Children of all ages join in and their laughter demonstrates clearly how much benefit and pleasure they gain from this activity.

After tea the children take part in quieter games indoors. They have a well resourced room for their activities and the staff prepare materials before the sessions begin which contributes to the smooth running of the setting. Children have easy access to a good range of books. They make models and art works according to their own ideas. Older children play suitable games including nine spot dominoes. The range of activities offered is enjoyable and generally suitable for the age range of the children. However, the activities are not planned specifically to promote maximum progress, learning and future economic wellbeing for the children.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
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](http://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**

Since the last inspection there have been no complaints made to Ofsted.

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.