

# Clubland Playscheme Ltd, at Claygate Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY375206
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<b>Inspector</b>	Amanda Jane Tyson
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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 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 Playscheme Ltd at Claygate Primary school is one of five after school clubs privately owned by 'Clubland Playschemes Ltd'. The club operates from a portakabin within the grounds of Claygate Primary School. It was registered in June 2008 to care for 32 children aged from four to under eight years. They are now registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. Children aged from eight to under 11 years also attend. The setting provides a breakfast and after school care club. There are currently 45 children on roll in the after school care club, of whom three are within the early years age range. There are 16 children on roll in the breakfast club, of whom none are currently within the early years age range.

Staff are deployed daily to meet the required adult to child ratios from a total of twenty five staff employed by the company. Five of these staff consistently work at this setting. The manager holds qualified teacher status (QTS) as well as the NVQ 2 in playwork, and is currently completing the NVQ 3 as part of her training to become an NVQ assessor. One other member of staff is qualified to level 2, one is more than half way through the NVQ 3 and two are unqualified. Children are allocated to a key staff member. The provision serves the needs of children who attend the school.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting provide excellent complimentary play and learning experiences for school aged children who are within the early years age range. Children are thriving in this highly inclusive environment which is well demonstrated by their excitement on arrival and enthusiastic engagement in activities, particularly outdoors. The key worker system is highly effective in ensuring that the programme of activities link with their unique interests and dispositions and as a result children are making excellent progress within the Every Child Matters outcomes. Effective self-evaluation ensures that areas for development are promptly identified and acted upon. The team work very cohesively together and this is well demonstrated by their shared vision of continuing excellence and an astute operational action plan for improvement.

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

To further improve the high quality early years provision the registered person should consider:

- implement an operational procedure to conduct regular staff appraisals, and pay particular attention to identifying a programme of continuing professional development that supports identified training needs.

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

Experienced, well qualified and dedicated leadership ensures the continual development of this superb setting. Robust recruitment procedures ensure that children are cared for by a suitably qualified, fully vetted, experienced and enthusiastic play workers. Self-evaluation is constant and conducted by staff as they observe the children at play, seek their views, and share their findings collaboratively during daily debriefings and team meetings. Aims and objectives to drive improvement are clearly identified and fully operational.

Highly effective relationships between the club and the main school play a significant role in enabling their success. For example, permission was gained from the head teacher for the children to use the woodland within the school grounds because management identified the insurmountable benefits to children of adventurous play in natural surroundings. An agreement has recently been reached for the club to be allocated a section of the school allotment which is soon to be created. Partnerships with class teachers have also been initiated and are developing well to ensure that children's Early Years Foundation Stage experiences within the club compliment those that they enjoy in school, and support their identified learning targets. The team are working very hard towards obtaining the local authority quality assurance scheme accreditation certificate and to date this has led to key and significant improvements. For example they have obtained accessible storage and low level furniture which provides a highly inclusive environment for children which fosters a strong sense of belonging and autonomy in children.

All records and documentation required for the safe and efficient management of the provision are maintained and contain comprehensive detail. However, the system for sharing the full range of operational policies and procedures with parents is not fully effective because they are not provided with their own copies; for example, so that they understand the strategies used by staff for managing behaviour, and the procedure to follow if they wish to make a complaint. However, the setting's action plan for improvement already identifies this and a web site for parents is nearly ready to go live. Friendly and supportive relationships exist between staff and parents. This is initiated during an induction period whereby information is gathered to provide a profile of children's interests, preferences and dispositions, which staff then use to plan a welcoming first day for children. The partnership with parents continues to develop through high levels of communication on a daily basis and provision of regular opportunities for discussion.

Management's commitment to safeguarding children is epitomised by the rolling programme of child protection training, for example they are currently trying to secure places on a workshop focussing on the Common Assessment Framework. The team are secure in their knowledge and understanding of the benefits of record keeping as a tool for highlighting possible concerns through emerging patterns and the setting's ethos on teaching the children how to keep themselves safe, for example from strangers, is a key strength. Risk assessment is rigorous

and high priority is given to making sure that both staff and children are familiar with emergency procedures such as for responding to a missing child situation and fire evacuation.

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

Children are thriving in this delightfully inclusive setting. They arrive brimming with excitement and full of chatter which continues as they wash their hands, ponder over the café menu, which offers a wide range of hot and cold choices, and then join their friends for a relaxed tea. Resources are stored visibly and accessibly to inspire children to initiate and organise their own play activities. The environment is well planned and set up to link with their individual interests and identified learning needs. This is enabled through the effective key worker system which means that named staff know individual children exceptionally well. Diverse cultural and religious festivals are often acknowledged in this way.

Staff understand that children need stimulating, challenging environments for exploring and developing their abilities, particularly after a busy day in a school environment. The level of risk presented to children is well assessed and managed to minimise the risk of serious injury. Children are becoming proficient in conducting their own risk assessments and are thus empowered when they achieve a goal set by themselves. They are encouraged to think about strategies to keep themselves safe, such as not touching berries and putting their hands in their mouths and not wandering off alone or outside agreed perimeters. Younger children observe the impeccable and responsible behaviour of older children which is helping them to develop similarly. The procedure for allocating children within the early years age range 'a buddy' is particularly effective in helping them to form friendships, feel secure and included.

The availability of a woodland provides children with a natural playground. They use their critical thinking and problem solving skills to work collaboratively together to make dens and tree houses. Sturdy sticks are transformed into bush beaters as they clear their route through the undergrowth to avoid prickly shrubs. They use spades to clear mounds of natural sand and clay to create their 'secret outdoor place'. Trees provide a superb alternative to a climbing apparatus and the outdoor environment, influenced by the unpredictability of the weather, provides new challenges every day, for instance broken branches provide a new rung to assist climbing up the tree. Children have tremendous fun finding new routes and discovering living creatures, and staff are quick to identify methods for extending their learning, for instance by purchasing a bug catcher and magnifiers so that children can look closely at their findings. The abundance of fresh air and physical exercise, along with the provision of plenty of fresh fruit snacks and wholesome food is laying the foundations for children to adopt, and take into adulthood, healthy and varied habits and interests.

Children enjoy using the computer and are looking forward to the installation of broad band, which will provide [monitored] internet access for them to follow up on their interests. However, computer activities do not dominate; they are exceptionally well balanced against

other activities, particularly outdoors. Boys are keen to use their literacy skills when they are numbering and lettering the wings of a paper aeroplane or when they are making signs for 'their den'. Girls are becoming physically proficient because the outdoor environment is captivating. The club is very much owned by the children and their views are exceptionally well listened to. The 'suggestion box' is clearly popular and effective in encouraging children to share their views. Children are keen to behave well (a £5 gift voucher at the end of term to the child with the most acknowledgements is a clear incentive), but most importantly the system for rewarding efforts and achievements is highly equitable and achievable for all children. This out of school club setting is an inspiration.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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