

# Footscray Out Of School Club

Inspection report for early years provision

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**Unique reference number** EY379248  
**Inspection date** 29/01/2009  
**Inspector** Susan Linda Capon

**Setting address** Orchard Primary School, Oxford Road, SIDCUP, Kent, DA14 6LW

**Telephone number** 020 8300 4878

**Email**

**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

Footscray Out Of School Club was re-registered in 2008. It is an out of school service which was first registered in 1998. The service is managed by a private provider and operates from premises within the Orchard Primary School, Sidcup. The group has use of the studio, hall, library, computer area, outdoor play areas and associated facilities, including a kitchen and toilets.

The breakfast club operates during term time, from 07.45 until 09.00. The after school club operates during term time, from 15.15 until 18.15. The holiday club operates during the Easter and summer holidays only, from 08.15 to 18.15. The holiday club was not included in this inspection.

The group is registered to provide care for a maximum of 50 children from four to under eight years at any one time. There is currently one child in the early years age group and 16 children under eight years old on roll. Children over eight also attend the setting on a daily basis. The club supports children with English as an additional language and those with learning difficulties and/or disabilities.

There are currently 10 staff employed to work at the setting. The provider holds a level 4 qualification in childcare and the majority of the other staff hold a recognised childcare qualification. Two staff are currently completing a National Vocational Qualification at level 3 in childcare.

The out of school group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The service collects children from up to 10 local schools in the Sidcup and Bexley area.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The caring, dedicated staff team provide a very pleasant, friendly, stimulating environment for all the children attending, keeping them interested and occupied throughout each session. Inclusive practice is well embraced throughout the provision, ensuring that all children and their families are fully included and respected by everyone in the group. Staff follow good risk assessments and the safeguarding training undertaken ensures all children are safe and secure at all times. The staff team are implementing the Early Years Foundation Stage well as they continue to develop their use of observations to enable children to develop and progress through the early learning goals at their individual rate. The group has completed an accreditation scheme, enabling them to evaluate their practices well and make suitable improvements to provide good quality care for the children attending.

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

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

- ensure all incidents resulting in accidents are recorded separately and monitored for children's safety.
- continue to develop the current assessment arrangements to ensure children are able to develop and progress through the early learning goals to reach their individual potential.

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

The provider and her staff have worked hard to develop their policies and procedures and overall record keeping, ensuring they meet a good standard. Staff and parents are fully aware of the procedures which underpin the group's practices for the day to day care of the children attending. Staff appraisals ensure ongoing training opportunities are available, enabling all staff to improve their childcare skills and practices. Children are well safeguarded as all new staff are rigorously checked to ensure their suitability to work with children. All un-vetted staff are fully supervised at all times.

The group has completed a good self-evaluation, including the views of staff and parents through the accreditation scheme 'Aiming High'. The provider and staff continue to review this assessment on a regular basis, ensuring they maintain the good quality care they provide for the parents and children. Good ongoing risk assessments ensure children are safe and secure both on site and during transportation from their individual schools to the setting. Staff implement good systems for supporting children with English as an additional language and support children with learning difficulties and/or disabilities. Staff have suitable qualifications and experience to ensure they liaise closely with other professionals to provide good quality care and fully include these children in the provision at all times.

The staff team have worked hard to promote good relationships with all the parents. Parents find the staff warm, welcoming, caring and approachable. This helps them and their children feel welcome and part of the group. Staff support disabled parents well. For example, they have an agreement to take the child home at the end of the session. Parents receive good information about the group, including policies and procedures and information relating to their child's progress and development.

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

All the staff have a good relationship with the children attending. They provide a flexible programme of activities on a day to day basis, ensuring the children enjoy a balanced range of adult-led and free choice activities each day. Additional opportunities to use the computer suite and learn to speak French are available each week. Children are keen to attend, with some not wanting to leave at the end of the day.

The children's welfare and safety is paramount to the staff. High adult to staff ratios ensure children are always fully supervised as they move around the

different areas available both indoors and outdoors. The premises are very safe and secure when the children are present, preventing unwanted intruders entering the premises or the children leaving unnoticed. For example, outside doors are locked and staff close the gates to the premises before allowing the children to play outdoors.

The children are developing a good understanding of the importance of keeping themselves healthy through the food they eat, hygiene routines they practise and daily exercise. Meals always include fresh fruit and any individual dietary needs are always considered when planning menus. Staff preparing food have completed food hygiene training which they put into practice each day. Children develop good self-help skills as they pour their own drinks, clear away their dirty plates and help clean the tables at the end of mealtimes. They are learning how their body works as they take additional drinks after they get hot running around. Outdoor physical play is offered regularly, ensuring children enjoy fresh air and exercise.

Staff are conversant with the early learning goals and undertake regular observations on children in the Early Years Foundation Stage age group. They are developing the use of these observations as they work towards helping each child progress and develop at their individual rate to meet their potential. They use charts covering all areas of the early learning goals, ensuring they are all monitored equally. Staff know the children well and are able to plan suitable activities to promote progression using individual children's interests, for example, small group physical activities, enabling the children to be fully supported when required. A short written record of individual development and progress is available to parents each term, keeping them fully involved in their child's development and progress.

Staff offer a free flow system for using the indoor and outdoor space when possible. Children enthusiastically use the large play apparatus, developing their climbing skills or enjoy throwing and catching a ball with a friend. They are eager to plant the pips from their apple and watch it grow. Children particularly enjoy art and craft activities both of their own choice and those offered as special projects by the staff. Glue and glitter are particular favourites with younger children as they enthusiastically show the staff their finished creation. Children enjoy looking at books and understand books can be useful for finding out information. Younger children enjoy reading their book to the staff as part of their homework. Records are maintained and shared with the school, ensuring everyone is aware of the continual progress and development in this area. Children enjoy small group activities in the large hall, for example, throwing bean bags onto different coloured mats and totting up their scores. They particularly enjoy using their imagination as they dress up as monsters and scare the other children in the setting. Minimal behaviour management is required in the group. Children know the rules and understand the importance of sharing the toys and equipment and being kind to one another. Staff use a consistent approach when necessary as they calmly and quietly remind children not to sit on the tables as they may fall and hurt themselves. Children develop their own lists, regarding taking turns on the computer games, ensuring everyone gets a turn.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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**

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.