

# Clubland Playscheme Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY388292
<b>Inspection date</b>	03/07/2009
<b>Inspector</b>	Joanna Scott
<b>Setting address</b>	Long Ditton St Mary's Church of England (Aided) Junior School, Sugden Road, Long Ditton, Surrey, KT7 0AD
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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 Long Ditton St Mary's Church of England (Aided) Junior School was first registered in 2004 as 'Clubland Playscheme'. The provision re-registered in 2008 as a result of a change in legal entity. The company operate four other after school clubs, two breakfast clubs and two holiday play schemes which operate from different sites.

This setting operates from a variety of classrooms and the hall in the school in Long Ditton, near Thames Ditton, Surrey. Children share access to the enclosed school grounds for outside play. It serves families from the school and from Long Ditton Infant School which is within walking distance. A maximum of 32 children from four to under eight years can attend the club at any one time. The club also cares for children up to the age of 12 years. The out of school club operates five days a week during school term times. Sessions are from 15:05 to 17.45, and children can attend for a variety of sessions. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

There are currently 28 children on roll, five of whom are in the early years age range. There are systems in place to support children with English as an additional language, and those with learning difficulties and/or disabilities.

The company employ a total of 25 staff, 14 of whom hold an early years qualification and three are currently working towards one. Sufficient staff work at the setting to meet the ratios. The supervisor holds an NVQ at level 3. The setting receives support from their local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are valued and their needs are met by caring staff who ensure the provision is inclusive. Children in the early years age range enjoy their time at the provision, which compliments the Early Years Foundation Stage (EYFS) delivered to them at school. This results in children making good progress. There are effective systems in place for self-evaluation which are driving 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 work on areas already identified through systems of self-evaluation, for example linking development records to areas of learning and using them to influence planning
- review the deployment of staff within the organisation as a whole to ensure that a minimum of 50 % qualified staff, excluding the manager, is maintained
- improve security of storage of personal information kept on site

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

The setting is strongly led by the nominated individual from Clubland Playscheme Limited, and the club supervisor. There are good systems in place to ensure that the setting monitors and evaluates all aspects of the provision to identify their strengths and areas for development. This ultimately benefits the children. Currently the staff are working on extending their resources to promote diversity, re-organising systems for recording attendance, and developing their developmental records for children in the early years age range to link to the areas of learning and influence planning. Some re-organisation of staff within the organisation is in progress to ensure that the setting maintains qualified staffing levels following a recent change at this setting, and this is being managed appropriately in the short term whilst training is accessed.

Recruitment is well managed, and the children benefit from a team of enthusiastic workers who support and promote children's learning. Any member of staff whose checks are in progress is supervised by their vetted colleagues. Staff face the challenges of operating from different areas of the school with vigour. They ensure the spaces used are safe and that the children access a wide range of activities and resources which they enjoy and which promote their learning. Some documentation is locked away in the shed used for the storage of equipment and resources, but a lock on the cabinet has broken. Arrival and departure times are managed well to ensure that the site remains secure and children are safe.

Partnerships with parents/carers and others delivering the Early Years Foundation Stage (EYFS) are good. Parents say that they are happy with the continuity of care offered and describe staff as 'flexible' and 'exceptionally approachable'. The staff have implemented liaison books which travel with the children between school, the provision and home. This allows all parties to share information relevant to individual children each day. Staff work a key person system for younger children.

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

The children arrive happily and are greeted warmly which helps them feel valued. There are opportunities to talk about their day at school and gentle reminders which keep children well, for example young children are asked to wear their hats in the playground to protect them from the sun, and reminded to drink regularly so they do not dehydrate. This keeps children comfortable and protects their good health.

The children have a very good range of resources and activities from which to choose what they would like to do. For example, they are able to be active and kick a football after an afternoon in the classroom, or they can set up the wooden train track and work out how to make a circular track with the different shaped pieces. Some children choose to relax on the cushions and read books or play musical instruments together. Children freely ask for additional resources which they know the staff have, for example bead craft is very popular and provided as

an extra activity to accommodate children's wishes. The children are very keen to be busy, and can be heard asking others to be quick before they have to go home! It is evident that the children have fun and feel very much part of this setting.

Some activities are structured, but children are able to be inquisitive, and encouraging staff extend their problem solving skills. For example a group of children try to work out how a few ants can cross some water they are playing with on the ground. Following discussions with a member of staff they decide to collect twigs to make a bridge. The children behave very well. Staff are consistent, and all children understand what is expected of them, for instance being particularly kind to the younger children and sharing. The partnerships which are in place with parents and others delivering the EYFS enable staff to support children and complement their school day. Children are learning about keeping safe, younger children walk in pairs and learn to cross the road with the staff who accompany them to the setting, and all children have the opportunity to practise evacuation so they learn to be confident in following instructions and leaving the area quickly.

## 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

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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