

# Invicta After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY302792
<b>Inspection date</b>	14/07/2009
<b>Inspector</b>	Tom Radcliffe
<b>Setting address</b>	Invicta Hall, Strandfield Close, LONDON, SE18 1LA
<b>Telephone number</b>	0208 317 7809
<b>Email</b>	
<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**

Invicta After School Club is run by a committee. It opened in 2005 and operates from a large room in a community centre, which is situated in a residential area in Plumstead in the London borough of Greenwich. A maximum of 24 children aged under eight years may attend the setting at any one time and there are currently 12 children on roll. The after school club is open each weekday from 15.00 to 17.45 in term time only. All children share access to a small secure enclosed outdoor play area. There is currently one child in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The after school club mainly provides for children in the local area as they attend the same school and staff collect children on foot at the end of each school day. The setting employs three members of staff, two of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The setting arranges its facilities and activities to ensure that the individual welfare and learning needs of all children are understood and met. Children enjoy their time in the after school club and can access a range of interesting activities that provide them with useful learning opportunities. The setting works effectively with parents, which assists the setting's aim of including all children and supporting their progress, which is satisfactory given their age, ability and starting points. The setting has used good processes of self-evaluation in order to gain an accurate understanding of its strengths and weaknesses and so bring about improvements in its provision and in outcomes for children.

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

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

- continue to develop educational programmes to ensure that children are given appropriate opportunities to make progress towards early learning goals.

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

The provider has in place all required policies and procedures, which ensures that the after school club is safely and efficiently managed in the interests of all its users. All staff who work with children in the setting are experienced and qualified and show an understanding of effective working practices. This ensures that children are well safeguarded as they spend their time playing and relaxing at the end of their school day with the support of attentive adults. Hazards are effectively managed within the setting as staff undertake regular risk assessments, for example, as children are collected and walk to the setting, their security while on

the premises and the activities that they undertake. Staff allow children to make choices and decide for themselves what they want to do while they offer appropriate support, advice or guidance according to the needs of individual children. This allows children to be independent and creates a positive atmosphere as children of all ages mix together as they play. Children's good health and well-being is promoted effectively by staff, for example, in cases of illness or minor injuries. Staff support children appropriately through conversations that allow children to gain an understanding of important life choices regarding their own health, hygiene and safety. The youngest children talk about hygiene as they have a snack and most children understand about the benefits of exercise and healthy diets.

The provider has worked very well to bring about improvements since the last inspection. This has involved the use of self-evaluation to gain an accurate understanding of changes that are required and clear target setting in order to achieve them. All staff have embraced the need to change very enthusiastically and are now looking longer term to ensure that the level of provision improves continuously and outcomes for children are ever improving. As a result, the setting has accessed a grant to enhance the facilities that will be available to children, and staff continue to be reflective about their work. The setting is effectively delivering the Early Years Foundation Stage (EYFS) as staff sensitively ensure that they meet the needs of children, bearing in mind their age and the fact that the club operates at the end of a school day for all children.

The setting has a satisfactory relationship with parents and carers. The provider ensures that parents have a good understanding about the work of the setting and that staff have access to all information about children as they start in the provision to make sure that their needs are understood and met. The manager makes written development information available to parents of early years children to ensure that they have an understanding of the progress being made. Outcomes for children are also promoted by the links between the setting and the children's school as staff take care to include learning opportunities based on information gained as a result of these links.

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

The setting is organised to ensure that all children can access a range of activities to support their learning and development. Children enjoy their time in the setting and are supported by staff who take opportunities to promote their independence and choice. Children select activities according to individual preference and play in groups of various sizes with or without adult intervention. As a result, children use resources set out on tables, access messy play facilities, share books or use skipping ropes in an open floor space. The relationships in evidence within the setting between adults and children are conducive to children expressing their opinions and ideas and constructive conversations are commonplace throughout. This contributes to the overall positive atmosphere in the out of school club as children use their time playing together and sharing resources, with older children helping and guiding younger ones. The behaviour management strategies used are effective as children have a clear understanding of what is expected of them. They

respond well to skilful guidance by staff, showing the ability to be able manage their own play and resolve any conflicts harmoniously. All staff in the setting are committed to ensuring the best possible standards for all children. This has underpinned the recent improvements and promotes positive relationships and children's active involvement. Staff deployment and the use of resources effectively support the learning and development of all children.

The play environment is arranged to enable children to have access to all areas of learning. For example, as they use mark making equipment, use puzzles and games or access role play equipment. Children's language development is promoted through conversations, access to books and other written material and early writing activities. Children gain an understanding of number and mathematical ideas from designated resources, displays and practical activities. There are many opportunities for children to develop their physical and creative skills, for example, as they play pool, use small equipment and create imaginative collages. As a result, children progress towards the early learning goals, which is carefully monitored by staff. However educational programmes require on-going development to ensure that children continue to make expected progress in all areas of learning.

The welfare of all children is promoted by the setting as children are safe, secure and safeguarded. Children access worthwhile learning and play opportunities and enjoy their time in the after school club. Children are also given appropriate activities from which they gain an understanding of their own behaviour, health and safety and show independence and confidence as they relate to adults and their peers.

## 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.	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?	3
How well are children safeguarded?	3

### 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?	2
How well are children helped to be healthy?	3
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?	3

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