

# Pyrgo Priory After School Club

Inspection report for early years provision

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**Unique reference number** EY356140  
**Inspection date** 25/06/2009  
**Inspector** Bernice Magson

**Setting address** Pyro Priory JM & I School, Settle Road, Harold Hill,  
Romford, Essex, RM3 9RT

**Telephone number** 07947858685

**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 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

Pyrgo Priory After School Club is a privately owned provision, situated in the London borough of Havering. The club opened in September 2007. It operates from Pyrgo Priory School in a residential area of Collier Row, Romford and serves three other schools in the area, Mead Primary, Brookside Primary School and St Ursula's Primary School. A maximum of 32 children aged four to under eight years of age may attend at any one time, all of which may be in the early years age group. Also, the setting accommodates children aged from eight to 11 years of age. Currently there are 20 children on roll, including three children aged from four to five years. A small minority of children with learning needs and/or disabilities attend the club. Sessions are from 15.00 to 18.00 each day, term time only. The club has use of the main hall, IT suite, kitchen, outdoor play area, cloakroom and toilet facilities. A light meal is provided for children each evening. The club employs five staff to work with the children. The club manager and deputy have BTEC Diplomas Levels 2 and 3 in Childcare, the operations manager a BTEC Diploma Level 2 in Childcare, and the two playworkers have NVQs Level 2 and 3 in Childcare. Pyrgo Priory After School Club is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

## Overall effectiveness of the early years provision

Pyrgo Priory After School Club provides an outstanding quality of out of school care. Children are very happy to attend because of the warm and friendly welcome given by the manager and staff. Adults have an excellent understanding of the needs of young children and their parents, and they provide an outstanding range of activities which are very well matched to individual needs, including the small number of children with additional learning needs. Pastoral care and support of all pupils is very well addressed, Club members make a valuable contribution to developing the club. The setting has an excellent capacity to improve because of the strong sense of ownership of club members and eagerness of the manager and staff to train and develop further.

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

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

- increasing the range of activities to develop further children's knowledge and understanding of the world

## The leadership and management of the early years provision

Leadership and management are outstanding. The club is effective in meeting its aims 'To put the child at the centre of everything we do'. Ownership by club members is a central theme of its provision and inclusion a high priority. Children

have regular opportunities to discuss their current needs and identify next steps to develop the club further. As a result, the club offers an outstanding range of facilities both indoors and outside, and of an excellent quality. A request from children has led to the purchase of additional construction resources and sensory toys are provided for some children with additional learning needs so that they can play and relax. Staff meet together very regularly to review provision, identify priorities and determine procedures and policies to ensure all children are challenged, happy and learning well. Monthly planning identifies weekly themes and activities for younger and older children. Although all areas of learning are addressed and are appropriate to the needs of the young child, the provider and manager recognise that more activities are needed to help children improve their knowledge and understanding of the world.

The provider ensures that high levels of adult care are provided for children by an experienced, well-trained staff team. Systems to ensure health and safety, safeguarding and risk assessments are very well-established and effective. Regular meetings with staff highlight training needs and, as a result, children are very well supported. Daily routines are well-established and administrative systems for parents are efficiently managed, for example in the arrangements for membership of the club each term. A clear management structure ensures that roles and responsibilities are understood and effectively managed. Club information and children's on-going progress is shared with parents on a regular basis. All parents are issued with a comprehensive induction pack on registration, and communication books provide some parents with more detailed information. Links with primary schools are excellent and ensure that the transition between school, club and home are very well managed. Some links exist with local businesses and one organisation has provided sun-hats and aprons for use in the club.

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

Children display positive attitudes to learning and relationships between club members and with adults are excellent. Children play together extremely well, take turns willingly and share toys amicably. They negotiate their own 'Golden Rules' and have an excellent understanding of how their actions impact on others. Children show outstanding levels of care for those with additional learning needs. An older child was seen helping a younger club member to pour a drink, for example. Routines are clearly understood and children appreciate the good structure offered through the weekly timetable. Focused activities vary each day to maintain interest levels and engage the children. They enjoy activities involving information and communication technology, cookery, and aerobics.

Children show great enthusiasm for all activities. 'You've come too early, I don't want to go home yet' a child was heard to say to its parent. Children freely access all activities, testing their knowledge and skills on games very well planned to match the needs of younger or older club members. In making pictures or models, they make confident choices of materials from the craft trolley and, on the messy table, show good skill in designing patterns from cold rice pudding! Children know very well how to take care of themselves; they eat healthily and take part in physical exercise, either playing alone, or in club games. Younger children

participated enthusiastically in a parachute activity, and cricket is popular with older children. At snacktime, children are introduced to a wide range of foods, including stir-fry, wraps, and pasta. These social occasions are very well-managed by staff, who sit and eat with the children. They encourage discussions about different foods, and provide good role-model examples of social skills. As a result, children are polite and well-mannered and willing to try different foods. Parents speak positively of how their children are helped to understand about cultural differences involving foods, values and beliefs. The club hopes to develop this aspect of its provision further, reflecting the diverse community of the locality. A good start has already been made. Children are proud of their 'Welcome Board' as it includes welcome messages in the several home languages which are represented in the club. A display of items from different counties is proving a popular addition for children to explore.

## 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?	1
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