

# The Parklangley Club

Inspection report for early years provision

---

**Unique reference number** EY314447  
**Inspection date** 20/08/2009  
**Inspector** Susan Linda Capon

**Setting address** 44a Wickham Way, Beckenham, Kent, BR3 3AF

**Telephone number** 020 8658 9028  
**Email** tony.beddoe@parklangley.org  
**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**

The Parklangley Club (Juniors in Action) was registered in 2006. It is a voluntary run rackets club that organises a holiday programme for children. The club operates from rooms and associated sports areas within the Parklangley Club grounds situated in the London Borough of Bromley. The holiday programme has the use of kitchen and toilet facilities.

The holiday programme is registered to care for maximum of 100 children from four years to under eight years at any one time. There are currently 430 children on roll. Of these, 97 are in the early years age group. Children come from the local community and attend a variety of sessions. The holiday programme accommodates children up to 14 years old.

The holiday club is open during the school holidays from 9.30am until 4.30pm. An extended day is available from 8.00am to 5.30pm. The club opens four days week and supports children with special educational needs and/or disabilities.

The holiday programme has an overall manager, with associated qualified staff and experienced young adult leaders working directly with the children. There are additional qualified instructors for specific sports activities. There are eight full-time staff, of whom five hold relevant qualifications in childcare. The group maintains a ratio of one adult to six children at all times.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. The staff team provides a safe, warm, nurturing, caring and educational environment stimulating the children whilst they have fun, during their leisure time. They skilfully incorporate learning opportunities into the broad range of activities, enabling all children to make good progress through the early learning goals as they play, learn and develop. Inclusive practice is promoted throughout the provision as staff ensure every child's individual needs are met at all times. The children's safety is paramount as the staff ensure appropriate action is taken throughout the premises to minimise potential hazards, avoiding unnecessary accidents. Effective self-evaluation of the provision offered, incorporating the views of the parents, enables staff to continue to develop their practices to provide good quality care for the children. Staff develop good relationships with the parents, enabling them to be involved in their child's care, learning and development

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

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

- improve the meals and snacks provided for the children, ensuring they are healthy, balanced and nutritious. Develop the children's and parents' awareness of the importance of developing a healthy lifestyle, encouraging them to select the healthy options offered by the group at lunchtime.
- continue to develop the partnership with parents, ensuring they receive clear feedback about their child's day, development and learning.
- ensure all accident records are signed by parents, ensuring children's ongoing safety at all times.

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

The staff work well as a team, ensuring they all implement the updated policies and procedures throughout the scheme. All staff have undertaken Safeguarding, First Aid and Health and Safety training. Rigorous employment procedures and checks ensure all staff are suitable to work with children. Excellent induction procedures ensure everyone involved with the children has a clear understanding of their personal role and responsibilities. Staff never leave children alone with an un-vetted person, maintaining their safety at all times.

The management and staff team evaluate the scheme informally, recognising what they do well and identifying areas for improvement. They have daily informal meetings and end of week staff meetings to review the activities, particularly identifying any changes which may be required. The management have worked hard to encourage children to eat more healthily. They have removed the tuck shop facility, offering daily opportunities for parents to purchase fresh fruit for their child's snack. A healthy option has been added to the lunchtime menu although children and parents are not currently selecting this. The extensive ongoing risk assessments ensures all areas of the premises are safe and secure at all times. Staff work in close partnership with the local Special Educational Needs Coordinator, ensuring excellent support is given to children with special educational needs and/or disabilities. One-to-one staffing enables these children to participate in all activities at their personal level of development. Staff liaise closely with the child's parents, ensuring continuity of care is promoted at all times. For example, staff use sign language to communicate with a child with speech delay.

The staff team continue to develop their relationships with the parents. Parents find the staff team very friendly, warm, welcoming and approachable, making them and their children feel at home and part of the group. Information about the group can be accessed through the group prospectus, website, notice boards and e-mails. Daily verbal discussion when collecting their child keeps parents informed about their child's day. However, for children leaving the provision at lunchtime this information is currently limited. Staff inform parents of any accidents, although the parents do not always sign the record as required.

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

The consistent hard-working staff team work extremely well with all the children. They provide a broad range of suitable, stimulating and interesting activities,

supporting each child's individual learning and development. Children proudly show their parents things they have made, developing their self-esteem and confidence.

The children's safety is paramount to the staff. High adult to child ratios, with supervisors being supernumerary, ensure children are fully supported and supervised throughout the provision. The premises are very safe and secure, preventing children leaving unnoticed. For example, fire doors have alarms which alert staff if these are open.

The children are developing a good understanding and awareness of the importance of developing a healthy lifestyle. They participate in a wide range of suitable sport activities and team games every day. Children access regular drinks throughout the day, preventing them becoming dehydrated. Plain biscuits and squash are currently offered for snack time for children not providing their own food. Staff are fully aware of specific dietary needs and all food provided contains no nut oil. Children prepare healthy food when participating in cooking activities, discussing the benefits of healthy eating and regular exercise. For example, they enjoyed making fruit kebabs.

Staff are fully conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into the daily activities. Each child is considered individually, ensuring they can develop and progress at their personal rate. Staff provide a good balance of adult-led and free choice activities each day. They know the children well, using regular observations to inform specific areas for development. For example, they are aware of children with limited social skills, encouraging them to join in group activities with adult support.

All the children are making good progress towards the early learning goals. The children are appropriately grouped throughout the day, enabling them to be fully involved in all the activities on offer. Alternative activities are always available. For example, children who did not want to be a pop group busied themselves making the tickets for the parents to attend the show.

Children enthusiastically participate in the team activities incorporating hockey, cricket, football, basketball and catching skills. They are keen to develop their skills as they practise their back hand skills at the tennis and develop their dribbling skills as they take their ball in and out of the cones. All the children are enthralled by the story told after lunch, incorporating their ideas for characters and objects they suggest for inclusion. They are developing their awareness of other cultures through activities included in the planning, for example, making Mardi Gras masks. Opportunities to develop their creativity are offered through art and craft activities, drama and music. Children particularly enjoy working in teams, agreeing which pop group they want to be. They eagerly play their musical instruments accompanying the High School Musical theme. Minimal behaviour management is required as everyone knows the rules of the setting. Staff calmly manage any unwanted behaviour, quickly resolving issues arising, enabling the children to continue to play harmoniously together and enjoy their day. All staff support children's achievements through regular praise, building the children's self-esteem and confidence.

## 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?	1
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?	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>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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