

# Schoolfriend Club at Maryland School

Inspection report for early years provision

---

**Unique reference number** EY363480  
**Inspection date** 13/07/2009  
**Inspector** Jane Davenport

**Setting address** Maryland Primary School, Gurney Road, LONDON, E15 1SL

**Telephone number** 0870 442 2287  
**Email** office@schoolfriend.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

Schoolfriend Club at Maryland School was registered in 2007. It is one of a number of out of school provisions run by a private organisation and operates from Maryland Primary School, which is situated in the Stratford area of the London borough of Newham. Children have access to two halls, an ICT suite and two fully enclosed outdoor play areas. The areas used are accessible to all.

A maximum of 50 children aged from four to under eight years may attend the setting at any one time. Care is also provided for children aged from eight to 11. The out of school club is open each weekday from 07:30 to 09:00 and from 15:00 to 18:00 during school term time. There are currently two children attending who are in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The club employs four members of staff, including the manager, all of whom hold recognised childcare qualifications ranging from level 2 to level 4.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development are effectively supported in the Early Years Foundation Stage (EYFS), as staff have a good understanding of children's individual needs. The club works in close partnership with parents and the host school and is in the process of developing partnerships with other agencies involved in the care and education of the children cared for. This helps to ensure that the changing needs of the children are known and met successfully. Observation and assessment records show that the children are making suitable progress. The staff, led by the manager, strive to ensure continuous improvement and have recently introduced self-evaluation processes to help provide a clear picture of the setting's strengths and identify areas for improvement.

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

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

- develop further partnerships with all settings attended by children in the early years age range
- ensure that documents relating to parental feedback and observations of children are dated in order to make them more meaningful and further develop assessment systems to clearly show how they link to the six areas of learning
- ensure that an accurate record of children's hours of attendance is consistently maintained

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

The setting is well organised with a comprehensive set of policies and procedures in place to guide practice. Concise recruitment processes and effective induction ensure staff are suitable and have a good knowledge of how the club operates. Staff have a sound understanding of the need to safeguard children's welfare and clearly demonstrate an understating of child protection procedures. Regular meetings between the management and staff help identify training needs quickly and staff carry out regular risk assessments to identify and minimise potential safety hazards. Staff and children are familiar with the procedures to follow in case of an emergency, as clear procedures are in place which are practised regularly. Staff are vigilant in their supervision of children and well-practised collection procedures from other schools and risk assessments of these ensure children's safety. The security arrangements in place are good, ensuring that all visitors to the setting identify themselves and that children are unable to leave the premises without a suitable adult. Legally required records and documents are in the main in place in order to further safeguard and promote the welfare of children attending. However, the children's attendance record does not consistently include their full hours of attendance because the system for parents to sign their children out at the end of the session is not sufficiently robust at present.

The happy, well-established staff team have developed close relationships with the children who attend. They know them all well and the club is a happy place to be. Parents and children are encouraged to offer their suggestions, views and ideas for improvement by completing questionnaires. The children's questionnaires are called 'Have your say about your play'. They are in a simple format to encourage the children to complete them and are evaluated and acted upon by staff. For example, many children commented about noise levels, particularly during their Salsa sessions, and the manager has now arranged for the music to be played more quietly. Parents are encouraged to share information on children's learning and development when reviewing their child profile records. However, not all parental feedback is dated, which can sometimes lead to less clarity about how parents' comments have been dealt with. Nevertheless, feedback from parents is very positive. They are particularly happy with the reliability of staff, the nutritional food that is provided, the range of activities and the openness of staff when dealing with their concerns. They are looking forward to attending the parents' meetings that are in the process of being established. The club is also beginning to forge successful partnerships with other providers delivering the EYFS. However, this is in its infancy at present and on an informal basis only.

The manager and staff are fully reflective about their practice. The manager recognises the value of continuous quality improvement through self-evaluation, which helps her to accurately identify the strengths and priorities for future development that will enhance the quality of the provision for all children.

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

Staff have a secure knowledge of the EYFS framework, and, as a result, children are making good progress towards the early learning goals. They are aware of children's abilities and how to promote their learning and development, and have made a very good start in implementing systems for observing and assessing children's achievements, recording development and planning the next steps in their learning. However, observations are not always dated in order to make them meaningful to each child's stage of development and, although observations are linked to the principles of the EYFS, they are not currently related to the six areas of learning.

Children are happy and benefit from positive relationships with adults. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted well. Children are confident in their surroundings; staff model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour well. For example, they are very patient as they sit at the tables waiting for their snack or while waiting for additional resources to be set out. Staff engage well with children, which helps them to enjoy their time at the club. Children are forming good friendships and staff encourage them to respect and value each other's differences and abilities which is supported by well-planned activities, often around a theme such as religion and culture.

Children enjoy support for a healthy lifestyle as they are offered a good range of nutritionally balanced snacks. For example, they tuck into their jacket potatoes, baked beans and cheese with relish and are able to help themselves to fresh drinking water throughout the session. Staff and children are aware of their individual dietary requirements, which supports children's welfare and encourages them to be aware and responsible for their own needs. They follow good hygiene procedures, such as washing their hands before meals, and enjoy daily outdoor exercise, all of which supports their health well.

Boys and girls are considered when organising activities; the environment and resources are available to everyone and children are given sufficient time and space to complete activities. Children are able to make choices from the games and craft activities offered. Children particularly benefit from participating in the organised sports games provided in the large, enclosed playground. They enjoy playing 'Find a friend' in which they jog around until the whistle blows, at which time they have to run and join hands in a circle with their friends. As they play basketball, coached by a qualified instructor, they are learning the rules of the game, whether they are scoring from left to right or vice versa and what it means to be a part of a team. Even the very youngest children participate, and the squats and push ups they do as a warm up exercise is an excellent way of helping them to be aware of their own bodies and the changes and benefits that occur during physical exertion.

## 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