

# Croydon Children's Club Winterbourne

Inspection report for early years provision

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**Unique reference number**

EY152822

**Inspection date**

08/10/2009

**Inspector**

Norma Ball

**Setting address**

Winterbourne Junior Boys School, Winterbourne Road,  
Thornton Heath, Surrey, CR7 7QT

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Winterbourne Croydon Children's Club is one of four out-of-school facilities run by the same provider within the Croydon area. It opened in 2003 and operates from a ground floor hall which is part of the building of Winterbourne Junior Boys School. The group have the use of the school playgrounds. The club is open to all children who attend Winterbourne Schools. It is situated in Thornton Heath, Croydon. The club is registered for a maximum of 40 children, between the ages of four and eight, at any one time. It is open each weekday from 15:30 to 18:00, term time only. There are currently 25 children in total, including 12 aged from four to under eight years on roll. The club supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. In addition to the manager, the club employs five members of staff. Of these, four hold appropriate early years qualifications. A holiday play scheme runs for nine weeks each year including summer and Easter. This is open from 08:30 to 18:00, Monday to Friday. This inspection focuses solely on the out-of-school provision.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Good, well-informed and energetic leadership underpins the good relationships and ethos that exists in the after school club. The relocation of the club to a ground floor hall in the school has provided more spacious accommodation with toilets just next to the hall itself.

The welfare of children is well-promoted and so they feel confident, share and play well together. Good opportunities are taken by all staff to ensure that children explore and learn. The manager has ensured that all recommendations from the last inspection have been addressed. There is good monitoring and evaluation of the provision on a regular basis so areas are identified to make the club even better.

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

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

- improve range and display of books available to children

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

The manager leads an enthusiastic and committed team. Good relationships with parents are established quickly. Formal termly reports supplement regular informal updates for parents about the progress their child is making and how well they are settled in the club. Children are registered for admission each day and careful supervision as children leave ensures that the hand over to parents and carers is

well managed and safe. There are clear policies and procedures for identifying risks, caring for children, including those who may have medical or physical needs, and for dealing with a range of emergencies. Detailed information is collected pre-admission for each child and checked regularly by the manager and key workers. Nominated staff have responsibility for the welfare and safeguarding of children and for the provision of those with special educational needs and/or disabilities. All staff are carefully selected and benefit from training to supplement past experience and relevant child care qualifications.

The club is fully inclusive and consequently children play happily together. There are regular staff meetings to ensure that everyone is well briefed. The manager has a good understanding of the strengths and the areas needing improvement in the play-scheme because she regularly evaluates all areas of provision. Orders have been placed for a wide range of new indoor and outdoor play equipment suitable for all children now that the club has moved to its new setting. The inclusive ethos fostered, the current evaluation of strengths and potential for development, and the commitment of staff to providing an enjoyable learning experience for all children ensures that the capacity to sustain improvement is good.

## **The quality and standards of the early years provision and outcomes for children**

Children develop their skills and abilities well because weekly planning ensures that all areas of their learning are covered. A good range of experiences and learning opportunities helps children to develop an appropriate range of skills including their knowledge and understanding of the world and physical development. Children enjoy creative crafts such as painting, drawing and knitting. One child learning the basics of knitting said, 'This is lovely and I want to show my mum what I've done when she comes.' Games and adult-led activities encourage children to extend their literacy and numeracy skills well. Staff also take good opportunities to help children develop their language skills and explain their ideas. Books are available for children to use but the range and display in the new location is still limited. Staff ensure that children are guided to a good balance of learning experiences both inside and in the outside learning area so they enjoy their time in the club, learn to socialise and share and make satisfactory learning gains. Parents appreciate this and one mother said, 'We changed her school so she could come here because it has such a good reputation in the area.' The quiet room provides a useful space for sharing a book or just curling up for quiet time.

There is an appropriate balance of adult-led and child initiated activities both in the hall and outside playground area using a range of appropriate resources. Children and their parents are given guidance on healthy eating and staff encourage healthy lifestyles, hygiene and keeping safe. A healthy snack of toasted sandwich and fresh fruit provides an opportunity for a happy social interlude during the session. Staff make regular observations of children to assess their progress and records of this information are used to inform parents. Children play together amiably; learn to share and also to show independence. They know they can share problems with adults and do so confidently. Staff are well deployed and

supervision is good. Regular verbal updates of their child's development are given to parents on an informal basis, usually at the end of the day.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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