

Penwortham After School Care

Inspection report for early years provision

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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

Penwortham After School Care is one of a chain of out of school provisions run by Wandsworth Primary Play Association (WPPA). It opened in 1993 and operates from two halls in Penwortham Primary School. A maximum of 56 children may attend the breakfast club and after school care at any one time. The breakfast club and after school care is open each weekday from 7.30am to 9.00am and 3.00pm to 5.45pm during school term times only. All children share access to a secure enclosed outdoor play area. There are currently 26 children aged from three years to under eight years on roll, of whom 18 are in the early years age range. Children come from Penwortham Primary School and Furzedown Primary School. The after school care currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. There is disabled access for adults and children. The WPPA employs eight members of staff. Of these, six hold appropriate early years qualifications and two are working towards a recognised or advanced qualification. The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Penwortham After School Care is a good setting. It is well led and managed by a new manager who has been in post for half a term. The setting meets the needs of early years children well, and is inclusive so that all children make good progress. The setting has an outstanding capacity to improve because the new manager has evaluated the provision very well, identified key areas for development and the experienced staff have begun to make the changes needed. Staff are undertaking training to widen their skills.

What steps need to be taken to improve provision further?

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

- develop planning to show the intended learning for each activity, and keep records so that children's progress can be monitored, assessed and reported to parents
- introduce a system for surveying parents regularly so that their views can be incorporated in future plans
- keep evidence that all staff have been vetted on the premises so that it can be inspected on request

The effectiveness of leadership and management of the early years provision

Penwortham After School Care is well led and runs very smoothly on a day to day basis. The new manager has already planned a number of developments to improve the range of opportunities for the children and to improve their security and welfare. Staff are attending training to broaden their skills, for example, in behaviour management, food hygiene, reporting children's progress and in first aid. Staff are a well qualified and very experienced team who work closely together. They meet at the end of each day to review each session and plan for the following day. There has been a great improvement in the amount of resources the children can use, and they make good use of the space available. There is now a very good registration procedure in place when children arrive, which is an improvement since the last inspection. Staff constantly review their procedures, for example, there was a recent concern about the safe arrival of older children from their classrooms so all children are now escorted to the hall by adults. The staff know exactly which children they are responsible for each day.

The club is now able to work closely with Penwortham Primary School, for example, key workers can liaise with class teachers about individual pupils when the need arises. This ensures that children are supported well and parents appreciate the reassurance this brings. The club has good policies in place to ensure all children, regardless of their backgrounds, have access to all that the setting provides. Children who find learning more difficult and those who are learning English as an additional language, are well supported and able to make good progress. The staff plan each day's activities so that a good range of activities is available which support children's development in all areas of learning but which give the children plenty of choices about what they would like to do. At present, there is no record to show specifically what children have learnt through each activity. Consequently, staff do not fully monitor children's progress and cannot report progress to parents effectively. This limits the staff's ability to evaluate the provision closely to ensure they provide exactly what each child needs. There are good procedures in place to ensure that children are safe at all times, and these are now reviewed every six months. Staff are very vigilant about children's safety, for example, children say what toys they would like from the store cupboard but they know they must not go in themselves.

The children know how to evacuate the building in an emergency because they practise fire drills regularly. One member of staff has responsibility for health and safety and checks are meticulous, on the room, playground and equipment before each session. There are weekly checks that all required documentation is in order. When the children play outside, the playground gates are kept locked and adults supervise them closely. Children learn to cook but do not have unsupervised access to the kitchen area. Parents are informed in writing of any accidents or problems. Correct procedures are followed when new staff are recruited and all staff have been vetted appropriately, although the evidence of this is held at head office and not on the premises.

The staff have good relationships with parents so that they can exchange

information informally about the children's progress and development at the end of sessions, and parents have confidence in the manager and her staff to keep their children safe. As children's learning is not recorded in detail, the staff cannot inform parents in detail but plans are displayed for them to see, together with menus, and there are regular newsletters. Parents can make comments about the club if they wish, although the manager has identified the need to survey parents regularly to gather their views. There is a 'Suggestions Box' where children can share their ideas and a council is about to be formed which will encourage the children to take some responsibility for decisions about the club.

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

Children make good progress and develop a wide range of skills because there is good provision for their welfare and development. The staff set consistently high expectations of them, and behaviour is very good. This is based on mutual respect and the staff are good role models for the children. They encourage them to be confident and to have high self-esteem. The children play well together and enjoy coming to the after school club. There is a very wide range of activities to support them in all areas of learning. Adults interact well with the children and question them about their learning. They provide them with good routines, for example, when it is time to tidy resources away. There are many exciting new resources for the children to choose from, including games, construction kits and puzzles which help them to concentrate and solve problems. There is a good range of creative tasks for developing the imagination: books, writing opportunities and computers. The children develop their physical and social skills with a good range of equipment outdoors, and adults support them well.

Children's multicultural understanding is supported through the range of resources they use and because they learn about different customs, beliefs and places. For example, they have made a display for Black History Month, and have learnt about Eid through dancing and tasting food. The children grow plants from seeds, and each week they have the chance to cook food which is then eaten at the next day's breakfast club. The children learn about the importance of leading a healthy lifestyle and having a healthy diet. At tea time they enjoy a wide range of healthy foods and learn good table manners. Meal times are orderly and sociable occasions. Children learn how to avoid 'catching germs', for example, by washing their hands before they eat, and to take care of themselves, for example, by learning about road safety. The children enjoy being at the club, and especially like being able to choose from so many different activities. They like being able to make new friends and playing with children from other classes. The staff make arrangements so that the children can attend other clubs run by the school before coming to the after school club. The atmosphere is relaxed and provides children with a calm environment at the start and the end of the school 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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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