

# Clubland Playscheme Limited

Inspection report for early years provision

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**Unique reference number** EY388284  
**Inspection date** 17/11/2009  
**Inspector** Amanda Jane Tyson

**Setting address** St. James C of E Primary School, Grotto Road,  
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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

Clubland Playscheme Ltd (at St. James C of E Primary School) is one of five privately owned out of school facilities run by the provider. The provision was first registered in 2007, but re-registered in 2009 following a change to a limited company. The club operates from a detached building within the grounds of St James C of E Primary School in Weybridge and serves the children attending both St James School and the nearby St Charles Borremo RC Primary School. It has the use of the school hall in the main building, which is also where the toilet facilities are located, and the secure outdoor play area.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 40 children at any one time, of whom 20 may be within the early years age range. There are 44 children currently on roll, including children within the early years age range. The club welcomes children with special educational needs and/or disabilities, and those who speak English as an additional language. It is open each weekday from 3.00pm until 5.45pm, term time only.

Ten staff are employed to work a variety of shifts throughout the week, of whom five hold relevant early years qualifications. The manager and one other staff member are qualified to level 3 and three other staff members are qualified to level 2. The registered provider holds the Certificate of Education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for within a welcoming and secure environment by a team of enthusiastic and committed staff who ensure they are well safeguarded. Activities are exciting, challenging and thoroughly enjoyed by the children. The provision for outdoor play is a key strength, but there is less focus on planning for and supporting children's individual Early Years Foundation Stage (EYFS) journey. Friendly and trusting relationships with parents and teachers help to ensure that children's welfare is well supported. Self-evaluation identifies priorities and drives improvement.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that appropriate fire detection equipment is in place 02/12/2009

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

- involve the whole team in the process of self-evaluation, to encourage reflective practice
- improve the systems for monitoring and supporting children's progress and development towards the early learning goals by further developing partnerships with parents and other settings who deliver the Early Years Foundation Stage
- make more use of observations to identify next steps for learning and to inform and guide planning.

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

Children are well safeguarded by robust recruitment procedures and good staff deployment. All staff have been fully vetted by the Criminal Records Bureau and references are obtained prior to appointment. A sufficient number of staff working each day hold a valid first aid certificate and are suitably qualified. Management's knowledge and understanding of the procedure for responding to child protection concerns is highly secure, well disseminated to staff and shared with parents in a written statement. Risk assessment, in the main, is rigorous and astute. For example, luminous jackets are provided for children to ensure they are easily visible during the walk from St Charles Borremo school and when they are playing outdoors. Procedures for responding to a lost or missing child are clearly understood by staff. However, the premises is not fitted with appropriate fire detection equipment. There is no smoke alarm and although there is an extinguisher on the premises, this is located at one end of the room whilst potential hazards such as kitchen appliances, the television and computer are at the other. This is a breach of requirements. Nonetheless, a fire exit is located at each end of the room which provides for a speedy evacuation. Excellent use is made of the available indoor and outdoor space to promote play and learning and to provide a welcoming and cosy base for children. The club is well equipped with furniture, storage facilities and play resources.

All records and documentation that are required for the safe and efficient management of the EYFS are all in place and well maintained, for example, with regard to recording accidents, verifying parental wishes and obtaining necessary profile and contact information about children from parents. Written policies and procedures provide parents with information explaining the club's operational practice and regulatory responsibilities, for example, the process for making a complaint, how children's behaviour is managed and supported, and for promoting equality of opportunity. However, the latter is less detailed. Relationships between staff and parents are friendly and trusting, which is evident by their confidence in sharing concerns. Parents are very satisfied with the service, citing children's enthusiasm to attend as evidence of good quality care. However, less attention is given to sharing information with both parents and school teaching staff to ensure that children receive consistent learning support.

The club team evaluate the effectiveness of each session at the end of the day. Monthly management meetings, organised by the registered provider, provide good opportunities for disseminating good practice and for sharing inspection

outcomes between the five clubs. This helps to drive improvement. The good capacity for improvement is demonstrated by the plans for: the creation of a club allotment; development of reflective practice skills within the whole team; the commitment to improving the systems for supporting children's EYFS journey; and staff's interest and passion in acquiring further professional skills and knowledge. However, not enough consultation takes place between the provider and club team in conducting self-evaluation.

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

The provision for outdoor play provides an excellent extension to children's school day. The fresh air helps to keep them healthy. Access to good quality climbing and balancing apparatus and availability of bats, balls and wheeled equipment encourages physical dexterity and confidence. Children have access to the outdoors all year round; for example, when it snows children enjoy the exhilaration of sledging down the hill. When weather conditions are too severe for outdoor play, children benefit from the availability of the school hall where 'dodge-ball' is a top favourite. Children's imagination has no boundaries during den play which is created by blankets draped over a fixed outdoor structure, and opportunities to discover the natural and living world are brought to life when they explore the onsite woodland. Snack and mealtimes are relaxing occasions where staff engage the children in worthwhile conversations, showing interest in their experiences in school. The foundations for children to adopt healthy eating habits are laid through activities such as making fruit smoothies and pizzas with healthy toppings, as well as the availability of drinking water.

Road safety rules are reinforced on the walk from school to the club. Children understand that the luminous jackets they wear help drivers to see them and they know why they must remain within sight of the adults at all times. Children are fully involved in setting the ground rules for behaviour, which makes them more open to respecting them. Although on occasions squabbles occur, staff intervene at the most appropriate moment to guide children's moral understanding, for instance, to ensure that individual children are not excluded from a game. Overall, behaviour is good; children are well mannered and polite. A suggestion box provides opportunities for children to contribute their ideas for activities, thoughts and feelings, and is well responded to by the staff team. Children's confidence and sense of belonging are well demonstrated as they move around the club, helping themselves to resources such as 'hamma beads' and dolls, and interacting with staff and each other. Children enjoy painting and experimenting with colour and their artistic creations are displayed on the walls, which helps them to feel valued. They are introduced to the cultures and beliefs of others through creative activities to mark festivals such as Diwali and Chinese New Year. Play resources such as the dolls' house depict positive images of ethnicity and disability. Staff take positive steps to promote equality of opportunity and to ensure inclusion, for example, the den making which boys and girls enjoy and the availability of a well equipped creative media and graphics trolley.

The range of activities provides children with very good access to the areas of

learning that promote the early learning goals. Staff take note of children's current and developing interests and sometimes use this information to inform and guide planning well. For example, in preparation for a child's first day, staff organised a cooking activity to help them feel welcomed and valued. However, gaps in the club's partnerships with parents and children's schools mean that starting points for learning are not identified and priorities highlighted by children's teachers are unknown. This means that opportunities for purposefully extending their learning through play are sometimes missed. Although staff have begun to record their observations of children at play in order to evaluate priorities for helping children to progress further, these are not always consistently followed through within planning.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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	3
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