

# Schools Out Club

Inspection report for early years provision

---

**Unique reference number**

EY267502

**Inspection date**

10/12/2009

**Inspector**

Norma Ball

**Setting address**

Oldridge Road, London, SW12 8PP

**Telephone number**

0208 675 4800 mob 07976094062

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Schools Out Club opened in October 2003 and is part of the Balham Community Centre Schools Out Clubs. The setting is located in Alderbrook Primary School in Balham, London. It has close links with the school and is conveniently close to the shops and good public transport links. It operates from a hall, a community room with a kitchen area, storage and toilet facilities, plus a secure enclosed playground. It mainly serves the children who attend the school, staff also pick up from Holy Ghost Primary School. There are currently 32 children in total on roll which includes 24 children under eight and three under five. Children attend a variety of sessions. Currently, there is one child who speaks English as an additional language and one child with special educational needs and/or disabilities. The setting is open from 3:15pm until 6:30pm, from Monday to Friday, term time only. Three staff work with the children on the out of school care scheme, plus one cover staff when needed. All staff are appropriately qualified and two hold National Vocational Qualifications at Level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good, friendly setting where children settle quickly and happily and make good progress because of the good range of stimulating activities that are provided for them. They feel safe and safeguarding measures are fully in place. Children behave well, enjoy each other's company and relate well to the staff who care for them. The setting is well managed and good leadership ensures that staff work closely together to promote good learning for the children and keep their parents well informed about their development. Good team work, enthusiasm of staff and commitment to improve provision further ensure a good capacity for further 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 there is regular access to an outdoor learning area (Suitable premises, environment & equipment). 15/04/2010

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

- extend and improve the range and display of books available to children, presenting positive images of cultural diversity.

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

Staff are well qualified and plan and support a good range of activities to engage and promote good learning for all children. The accommodation is secure and equipment and space are used thoughtfully and safely. Arrangements for safeguarding children's welfare are good. All staff are carefully vetted prior to their engagement. The systems and procedures to ensure children's safety are rigorous, for example, the registration of children at the start of each session and safe handover to their parents are careful and effective. Children from a nearby school are collected by a play leader each day and escorted to the club. The policies and procedures used in the club are clear and effective in identifying potential risks, dealing with a range of emergencies and for liaising with parents. All staff have training in child protection and first aid. Through key workers the issues relating to children with special educational needs and/or disabilities are well managed and provision for these children is good. Leaders and managers ensure that the setting is welcoming, inclusive and free from discrimination. As a result, children of all ages and from different schools are treated equally, mix well and share resources happily.

Managers and staff regularly review the activities for children and are committed to continued improvement of their learning experience by seeking to extend learning with interesting and stimulating activities and resources. Staff are well informed about recent national initiatives and have addressed fully all recommendations from the previous inspection. Pre-entry information provided by parents is used well by staff to plan and monitor children's development. Self evaluation is good, with staff meeting regularly to review all areas of the setting's work, monitor what is successful and what is not and so plan improvements. A wide range of interesting activities are planned and resources are well deployed. However, during winter months there is restricted use of the outdoor play area because external lighting is not provided on site until children are being collected and this restricts their opportunities to play and exercise in an outdoor environment. Staff talk informally to parents at the end of each session, update them on their child's activities and form a satisfactory partnership with parents, carers and others. All staff make and record their observations of children to keep parents regularly informed about their child's development. There is no written report, but informal discussion with parents take place daily as they collect their children.

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

Children make good progress and develop their skills and abilities well because weekly planning ensures a rotating range of interesting and stimulating activities and builds effectively on their previous learning. All children say that they enjoy their time at the setting because it is fun and they have good resources and equipment. They develop their language well through play and also because adults take regular opportunities to talk with each of them. The arrangements for tea are especially well organised so that groups of children take turns to sit down to a

healthy snack and chat sociably together. Activities and the ambience in the community room encourage a good family atmosphere and adults ensure that children think about eating a healthy and balanced diet. A range of healthy snacks are offered each day with hot food in the winter. Snacks are prepared and served from a modern and hygienic open-plan kitchen. As a result children are good at adopting healthy lifestyles.

Children are able to choose their activities most of the time, but adults subtly intervene and ensure that learning opportunities are not missed. They encourage children to explore and try new things. For example, a girl watching an older boy play a lively game of chess with his key worker was gently drawn in to a discussion about chess and clearly wanted to learn more. Children make good progress and contribute well to their learning because adults encourage them and through their discussions and play ensure that they are challenged appropriately. Children are helped to be confident without being selfish and to show independence in an environment that is safe and inviting.

The good learning opportunities and careful promotion of children's personal development are underpinned by their good behaviour and the enthusiastic approach of adults. Behaviour is good because adults and children show kindness and courtesy to each other. Adults provide good role models and their friendliness and care ensures children feel secure. They have a good range of activities and resources they can use and do so sensibly. Their numeracy and literacy skills are gently, but positively advanced through games, a range of reading material, and role play and construction activities. Creative skills are developed particularly well and a number of children were seen making Christmas cards enthusiastically for their family and friends.

## 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
--	---

### 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

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