

SCL - Club Energy

Inspection report for early years provision

Unique reference number

EY391390

Inspection date

13/04/2010

Inspector

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Setting address

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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

Soccer Coaching Limited - Club Energy at East Sheen Primary School is one of 10 play schemes run by the company. It opened in April 2009 and operates from the school premises, located in the borough of Richmond upon Thames, Surrey. The club has use of the main hall, an arts and crafts area, a classroom, boys' and girls' cloak rooms and a secure outdoor area.

The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the play scheme at any one time. There are currently 54 children aged from four to under eight years on roll, some in part-time places. The play scheme is able to support children with special educational needs and/or disabilities. The club opens from Monday to Friday from 10am to 4pm during school holidays to accommodate children attending the school and other surrounding schools. Extended day arrangements can be made from 8.30am to 5.30pm.

There are five members of staff working directly with the children, four of whom hold appropriate Playwork level two and three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children take part in a well planned programme of activities, many of which focus on helping develop children's confidence and physical skills. Positive relationships are fostered with parents, with information shared verbally at the beginning and end of sessions. Links have been made with some of the schools children attend. The play scheme aims to meet children's individual needs, but this is not fully effective as they have not established each child's starting points. Children are safeguarded as staff have a clear understanding of child protection issues. Steps are taken each day, through risk assessments and talks with children, to ensure children play in a safe environment. Management undertake self-evaluation, involving staff, parents and children. From this, they identify areas for improvement and evaluate how the activities have impacted on children. All required records and documentation are in place, but legal requirements relating to informing the regulator about new managers has not been met.

What steps need to be taken to improve provision further?

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

- ensure any change to the person who is managing the early years provision is notified to Ofsted (Suitable People).
- 27/04/2010

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

- ensure children's starting points are established prior to them attending the play scheme to enable staff to build on their existing skills
- develop a systematic and routine approach to using observations of children's achievements. Ensure they are meaningful and reviewed regularly to help plan children's next steps.

The effectiveness of leadership and management of the early years provision

Children are well supervised by staff who are experienced, qualified and enthusiastic in their role. Daily risk assessments are conducted on areas used by children prior to them attending. This ensures they play in a safe environment. When hazards are found it is noted and action is taken to make areas safe. The premises are secure and spacious allowing children to move freely. Staff talk to children each morning about the fire evacuation procedures, encouraging children who have attended before to explain the procedures to new children. From this, all children learn how to leave the building quickly and safely. All staff attend safeguarding training and have a clear understanding of child protection issues, their responsibilities and the procedures to follow if concerns arise.

Space is organised well with designated areas for group games and quieter activities. A chill out den is set up in the hall to enable children to go there if they feel the need for some quiet time. Free play sessions ensure children can make a choice in their play. Children select from age-appropriate resources kept in boxes that are available during these sessions.

The staff team are committed to making sure children have an enjoyable experience. Staff, parents and children are involved in the self-evaluation of the play scheme, with comments welcomed by management to help improve practice. Parents' and children's opinions are requested through questionnaires, asking how the play scheme can improve. However, staff do not request information from parents about what their children can already do. This would enable staff to build on children abilities and skills. The implementation of the Early Years Foundation Stage framework is seen through activities children participate in. However, the use of observations to focus planning is not yet fully developed as it lacks detail, is not meaningful and does not show how children can be moved to next steps.

All required written documentation and records are maintained and have the necessary information required to safeguard children. However, management have failed to notify the regulator about the current leader of this setting, who has also worked as a leader at another Soccer Coaching Ltd site. This is a breach of regulations.

Plans are in progress for continuous improvement with art and craft activities planned to celebrate the festivals of others. Staff are encouraged to embrace training opportunities and to gain childcare qualifications. As a result, the majority of staff caring for children in the early years age range hold appropriate

qualifications. Good relationships with parents are fostered through clear communication and parents are pleased with the care their children receive, stating they really enjoy coming to the play scheme.

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

Staff make children welcome from the moment they walk in the door, greeting them and engaging them in conversation as their parents complete paperwork. New children are made to feel welcome through the first game of the day. For example, children sit in twos, preferably with someone they do not know well. They are asked to introduce themselves and tell each other their favourite food and football team. They then move around the hall to lose their partner and on command find them again. They repeat this with their eyes closed, calling out the other's name until they find each other. The children really enjoy this activity, which helps them form friendships and settle into the scheme.

Children are happy, excited and eager to separate from parents so they can join in the fun with the friends they have made. Parachute games are organised by staff where children play cat and mouse with two 'mice' hiding under the parachute and one 'cat' sitting on top. All the other children shake the parachute vigorously to stop the cat catching the mice. They count down from 10 to see if this can be achieved in the time given. Children vie with each other to be the cat or the mice and staff make sure children are selected fairly.

Children learn and develop through a range of activities that help with their physical skills. For example, children are challenged to an obstacle course in the outside adventure playground. Staff are on hand to help younger children negotiate some of the equipment and children cooperate with each other as they wait their turn to use some of the apparatus. Children are reminded each day about club rules, which are to listen to staff instruction designed to keep them safe, report any bullying to staff, who will deal with it, and to always stay within the sight of staff. This is done by asking some of the children who have been before to tell their peers the rules. The same procedure is used to remind children of the fire evacuation procedure. Children point out fire exits to new children and reiterate the fire procedures through a question and answer process. This helps children learn how to keep themselves safe.

Children are provided with friendly support from staff who are quick to offer praise and advice to children. For example, one child tells a member of staff he has finished his lunch. He is asked to show his lunchbox, where it is discovered he has not eaten his sandwich. The staff member encourages him to eat this as they have a busy programme of activities in the afternoon and he may be hungry. The child wanders back to the table and finishes his lunch and is praised for this.

Overall, children have a positive experience at the play scheme and are happy to participate in the organised and free play sessions.

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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

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	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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