

Schools Out Club - Honeywell

Inspection report for early years provision

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Inspector Norma Ball

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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

The Honeywell Out of School Club is part of the Balham Community Centre Schools Out Clubs. The setting was opened in September 2006 and is situated in Honeywell School in Battersea in the London Borough of Wandsworth. The dining room is used for quiet and active play and the adjacent large playground for outdoor play. There are shops, schools, a large common and public transport within walking distance. The Out of School Club is open each weekday from 7.30am to 9.30am and from 3.30pm to 6.30pm, term time only. There are currently 22 children on roll from five years to under eight years of whom three are under five. The out of school club employs three staff members, of these two hold appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides good care for all children in an inclusive environment in which all children are valued. They settle happily and make good progress because activities are well planned to engage and interest them. Safeguarding measures are fully in place and children develop a clear understanding of how to be safe and healthy. Relationships at every level are good so children behave well and respond positively to the staff and to each other. The setting is well-managed and staff work as a close team who regularly review their work. They involve parents, carers and children in identifying ways to improve the provision even further, are enthusiastic and are not complacent. All of this ensures that there is good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- provide parents and carers with a written report of their child's development
- extend the monitoring and recording of children's development to include all areas of learning.

The effectiveness of leadership and management of the early years provision

Staff are well-qualified and very efficient in the manner in which they plan activities and organise resources to ensure that children enjoy their time in the setting and develop their skills and abilities well. The accommodation is spacious, attractive and secure so that children are safe both in the dining hall and in the main playground outside. Supervision at all times is also well managed. Arrangements for safeguarding are good and all staff assign a high priority to the welfare and safety of the children. There is an efficient monitoring system in place to ensure that any changes in the collection arrangements for children, or their late

arrival because they are attending school clubs, is made known to all staff. Staff attend regular training sessions to refresh and extend their skills and all are trained in child protection, first aid and food hygiene.

Parents and carers views are canvassed regularly but they are not yet provided with regular updates of their child's development because this is a recent innovation led by the manager. Some observations of children's personal development are being recorded by staff but currently monitoring of other areas of their development is not made. Parents are provided with an appropriate range of information, including termly summaries of planned learning activities and menus, and overall the partnership with parents is satisfactory. Good links with school staff ensures that information about children, often relating to how their individual needs can be met and their development improved, are used well by staff who ensure that children are subtly guided to the activities which may be of most benefit to them. Leaders and managers have created a welcoming setting in which children feel secure and free from discrimination. As a result, children of all ages mix cordially. Self-evaluation is good and takes account of the views and suggestions of parents, carers and children. The issues from the previous inspection have been addressed.

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

Children make good progress and their skills and abilities are developed well because activities are planned to both interest and challenge them. The resources are good and well-deployed to ensure that all children have a broad range of experiences. Children clearly enjoy their time at the setting because staff make learning fun. This is in both the direct contact they have with children to engage them in stories, a range of other activities, and also in the more gentle intervention in their independent activities. Speaking and listening skills are well developed. Staff take every opportunity to talk to children and encourage them to share their ideas and explain about their games and activities. Physical development is promoted well both in the hall and in the playground outside. During the inspection, all children joined exercises using the large silk parachute. When a tunnel was created and they could take turns running through it when there were squeals of delight.

Children are able to choose activities and do so with delight because the choice is good. On one Friday in each month there is a birthday party celebration or special treat such as viewing a DVD and talking about the story and the characters. Such treats are discussed and a vote taken so children learn about fairness and also expressing their views to the group. They are helped to be confident without being oppressive to others and their personal, social and emotional development is promoted well. Behaviour is good because children recognise the needs of others and adults are good role models for kindness and courtesy. Puzzles, board games, sports equipment and drawing and construction equipment are of good quality, easily accessible and used sensibly by children. These resources help to promote their literacy, numeracy, creative and physical development well. There is a quiet area with comfortable cushions and a good range of books, reflecting a range of

cultures, for children to share with an adult or just read quietly to themselves. Children are helped to understand about their own local community, they talk about the local area and discuss their activities and what has happened in school. The setting provides a good transition between school and home, and extends children's learning well both in structured learning activities and in the range of constructive informal play opportunities.

The arrangements for tea are well-organised and hot snacks including pasta and soup with French bread are available to children. Good routines ensure that hygiene procedures are good. Dietary needs are met well and yoghurt as well as fresh raw vegetables such as carrots and tomatoes are regularly available. Children are encouraged to talk about healthy eating habits and snack time provides a relaxed and happy social time for small groups.

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	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

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