

Schoolfriend Clubs at St Theresas

Inspection report for early years provision

Unique reference number	EY292383
Inspection date	09/02/2010
Inspector	Gillian Walley
Setting address	St. Theresas R.C. Primary School, Montacute Road, Morden, Surrey, SM4 6RL
Telephone number	020 7435 6868
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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

Schoolfriend Clubs was registered in 2004. The out of school care scheme operates from St. Theresa's RC Primary School in Morden, Surrey. It provides a service for the children who attend the school. It is located in single storey premises and the scheme uses a base room with storage facilities, a hall, a gym, an information and communication technology (ICT) suite and toilet facilities with an enclosed outdoor play area. The Out of School Club is registered to provide care for 24 children aged from three to under eight years. The out of school provision is registered for Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 23 children on roll for after school care and 10 children on roll for the breakfast club, aged from four years to under 12 years, of whom three are early years. children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and no children who speak English as an additional language currently attend. The breakfast club is open from 7.45am to 8.45am and the after school club is open from 3.10pm to 6.00pm, Monday to Friday, term-time only. The club offers care during the school holidays. Four members of staff work with the children. Two members of staff hold an appropriate early years qualification, one holds a play work qualification and one is working towards a recognised play work qualification. The setting receives support from the local authority and has good links with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the club's provision was judged to be good, with particular strengths in self-evaluation. This enables the setting to identify steps which can be taken to make further improvements, and in working with other agencies and class teachers in the primary school, to support the individual of children. The club is inclusive and meets the needs of all children well so that they make good progress. The club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- consider a review of the behaviour management policy
- improve the storage of resources and equipment in the classroom so that the children have more space in which to play.

The effectiveness of leadership and management of the early years provision

The club is well-managed and runs smoothly on a day to day basis. The staff are an experienced and well qualified team who work well together and who have made many changes since the last inspection report. Several members of staff are

also employed in the school so that they know the children and can build stronger relationships with them. The setting is fully inclusive and staff ensure that all children are fully provided for. There have been improvements to safeguarding to ensure that the children are safe at all times and the correct procedures are used if there is a concern. These are reviewed frequently in response to new staff training or advice from the local authority, and each adult signs each new policy to say that they have read and understood it. Visitors are asked to sign in and the premises are completely secure. The younger children are escorted to the premises so that the staff know they have arrived safely. The children discuss the danger of a fire and practise leaving the building in an emergency. The staff check the premises thoroughly before each session to identify any possible hazards. The club uses the same procedures as the primary school so that the children benefit from consistency. The children are also encouraged to take some responsibility by identifying and reporting anything which might cause them a problem. If a child has an accident or is unwell two members of staff complete the report and parents sign them so that they are fully aware of the situation. Information about children's food allergies is displayed for staff to refer to. When new members of staff are appointed they are vetted appropriately. The children talk about bullying and generally behave well, although at times the atmosphere in the classroom may be rather boisterous for the younger children. A particular strength of the club is its close partnership with others which helps the staff to support children who may have additional needs. This ensures that they make good progress and feel completely included in all the activities which are provided. The staff seek advice and support from other agencies and have regular contact with the children's parents so that they know how best to help them, and they have also built very good links with class teachers so that they know the specific needs of children and can help them to reach their targets. The manager has a very good understanding of the difficulties children may experience and is particularly concerned for their well-being. Parents find this very reassuring. The manager and her staff have developed good relationships with parents so that they can exchange information about the children at dropping off and collecting times. The manager meets parents regularly to share with them their children's records so that they know what the children have achieved and they can build on this learning at home. The parents are asked to contribute to the records so that the staff can plan activities which parents say the children enjoy. There is plenty of useful information for parents on the notice board so that they know of other useful services which are available and they know of all the training the staff have had. They can also see the menus and details of what is going on. The manager carries out regular surveys so that she knows parents' views about the way the club runs and the activities which are offered, and she can make changes to incorporate them.

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

The staff provide a good range of exciting experiences for the children, and offer them plenty of chances to choose what they do. There are puzzles and games, construction sets, computers, and a good range of books. The children enjoy creative tasks and writing, messy play and dressing up. The staff support and encourage them well so that they develop new skills. The staff are good role

models for the children, and they praise them to build their self-esteem. The resources are of good quality, they are kept clean and the children can reach them easily. However, the club has little storage space and because the toys take up space, the amount of room for the children to play is rather limited. Outdoors the children play in a safe and spacious area with opportunities to develop their physical skills by climbing and playing team games. They can also explore and learn about their environment. The holiday club provides an even wider range of activities such as learning circus skills or playing with a parachute. Younger children may play with the older ones if they wish to or they can play quieter games in the Reception class playground. Children can attend other school clubs before they come to the after school club, and the staff make them feel welcome when they arrive. The staff help the children by listening to them read or completing their homework if parents would like them to. They are very vigilant when the children play outdoors and there is a good ratio of adults so that the children can play in a number of places. When it is too wet to play outside the children have the use of a spacious gym for drama, sports and team games. The staff observe the children closely each day and keep detailed records of their progress including many photographs. The manager shares this information with the children's class teachers who find this ongoing contact very useful. The older children develop a sense of responsibility by becoming buddies for the younger ones, and all the children join in with tasks such as washing up the plates and cups after tea. The children learn about the importance of a healthy lifestyle because they enjoy healthy tea time snacks and because they get plenty of exercise both outside and in the school's gym. They understand how to avoid the risk of infection by washing their hands and wiping the tables before they eat. The children make very good progress in understanding how people have different customs and ways of life because they learn about special times of the year and the ways they celebrate them. This all ensures that children are provided well for their future lives. For example, there is an annual international evening when the children and their families enjoy food and learn about costumes and flags of different countries. Vocabulary is displayed in several languages, and this is particularly helpful for children who are learning to speak English as an additional language. The children also learn about other countries through looking at books and photos, and they are encouraged to bring in photos of their families to talk about with their friends. The children make a positive contribution to the running of the setting. The manager encourages the children to think about how their club and how they might like it to run, and there is a suggestions box for them to use as well as regular surveys.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	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