

Surrey Square After School Club

Inspection report for early years provision

Unique reference number	EY356048
Inspection date	18/03/2010
Inspector	Vicky Turner
Setting address	Surrey Square Infant School, Surrey Square, LONDON, SE17 2JY
Telephone number	07534261558
Email	
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

Surrey Square After School Club is an out of school provision run by a company. It opened in 2007 and operates from a hall and two rooms of Surrey Square Junior School and Surrey Square Infant School in Walworth in the London borough of Southwark. A maximum of 24 children from four to under the age of eight years may attend the provision at any one time. Surrey Square After School Club also provides care for children aged from eight to 11. The provision is open each weekday from 8am to 9am and 3.30pm to 6pm during term time and 8am to 6pm in school holidays. All children share access to secure, enclosed, outdoor play areas.

There are currently 30 children aged from four to under eight years on roll. Of these, five are in the Early Years Foundation Stage. Children attending are pupils of Surrey Square Infant or Surrey Square Junior School.

The provision employs five members of staff, four of whom hold appropriate early years qualifications. Two members of staff hold a National Vocational Qualification Level 3 in Childcare and two hold a National Vocational Qualification Level 4 in Childcare. The setting receives support from the Early Years Development Childcare Partnership (EYDCP). The setting is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where all children are included. The setting works well with parents, the school and external agencies to ensure that the needs of the children are well met. The manager understands the setting's strengths well and has identified areas for improvement. The recommendation from the last inspection has been fully addressed and the setting's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- ensure self-evaluation is fully documented and updated regularly
- incorporate reception planning to enable staff to fully compliment the school's provision by providing more varied play opportunities for children in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

All staff are thoroughly vetted to ensure that they are suitable to work with the children. Effective policies and procedures ensure that children are kept safe at all times. The designated person for child protection and staff regularly update their training and understand procedures to be followed should they have concerns about a child. The premises are secure and all visitors to the setting are checked. Risk assessments are undertaken for trips and daily health and safety checks minimise potential dangers. Two members of staff have recent first aid qualifications.

The manager leads a team of dedicated staff who share the vision of a quality, affordable service for all. Effective teamwork means that the setting runs smoothly to provide a safe environment for play. Monthly staff meetings provide opportunities for staff to reflect on their practice. The manager knows the setting well and is able to articulate its strengths and areas for improvement. This, however, is not all formally documented. The setting is involved in the council's quality assurance scheme to secure improvement, 'Pathways to Quality'. Future improvements include setting up a website. The recommendation from the previous inspection has been fully addressed and the gate is now kept locked.

The manager is committed to staff development and engages in supervision meetings with individual staff to discuss various issues and to identify their training needs. The setting is well resourced with age-related toys and games that meet safety standards and that are accessible to all the children. Staff are well deployed to ensure that children are well supervised both indoors and out.

All staff are trained in equality and diversity and ensure that all children are included. The setting takes into consideration children's dietary, religious, health and cultural needs. The Special Educational Needs Coordinator works in partnership with the school to ensure that children with additional needs are well supported. Children come from different cultural backgrounds and are encouraged to respect each other's cultures. Differences are celebrated and children celebrate various festivals with the school. Multicultural dressing up clothes, books, small world toys with people with disabilities help children develop an awareness of differences in the society in which they live. They have experienced Mendhi hand patterns and learned Indian dancing.

The setting has close relationships with other after school clubs and meet regularly to share ideas, engage in friendly football matches and provide opportunities for children to socialise with children from other clubs. Good partnership with the school means that information and facilities are shared. The setting works closely with external agencies and is supported by the council. Parents are kept well informed through the school's newsletter, by telephone and verbally on a daily basis. The club offers a drop in service to assist parents with childcare should they require it. Children can be referred by the head teachers or the home liaison officer. Parent questionnaires indicate that parents are happy with the provision and feel it is good value for money.

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

The adults create a safe environment where children can play and learn through play opportunities available to them. Children enjoy their time at the club because 'I can play with my friends' and 'It's fun'. They make choices from a range of interesting activities and happily engage in art and crafts, role play, bead making and construction. Key persons work with individual children and have a good knowledge of the children's backgrounds and abilities. Strong relationships with the school enables the setting to compliment the school's provision. However, play opportunities are less varied for children in the Early Years Foundation Stage. Children enjoyed entertaining their parents by performing 'High School Musical' and 'The Surrey Square's Got Talent Show' which contributed to raising children's self-esteem. The club's football team enjoy playing friendly matches with other after school clubs.

Children play safely and use equipment safely. They learn about road safety through role play and wear high visibility jackets when necessary. They learn about stranger danger and how to keep themselves safe in and out of school. Children understand about E-safety and are monitored by the adults when using the computers. The younger children are taught how to log on and off the computer safely. Regular fire drills help children understand how to vacate the building safely in the event of a fire.

There are daily opportunities for active physical play where children engage in skipping, ball games, football and team games. Children have access to the school's outdoor equipment such as climbing frames and play with the sand and water. Children make choices from a healthy menu of crackers and cheese, fruit, pitta bread, juice, milkshake or water. Two members of staff are trained in food hygiene.

Children enjoy good relationships with adults and, as a result, behaviour is good. Adults follow the behaviour policy consistently so children understand that there are boundaries, rewards and sanctions. Circle time offers opportunities for children to have a voice. They take responsibility for making their own sandwiches and putting the equipment away. They show their appreciation to the school for the use of the facilities by organising and inviting the school staff to a breakfast party.

Children are well prepared with skills for the future. There are plenty of opportunities for talk through role play activities, circle time and interaction with adults and friends. Younger children have weekly reading support sessions and the older children are supported with their homework should they require it. Cooking and baking activities, board games, shopping and counting resources, support children's development in problem-solving and numeracy skills. Children have access to two computers and a wide range of ICT equipment and educational software which support all areas of learning. The garden, pond and wildlife area provide great opportunities for children to investigate plants and animals in their

environment. Visits to the local park and adventure playground contribute to their understanding of the world around them.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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