

# Schools Out Club - Fircroft

Inspection report for early years provision

---

<b>Unique reference number</b>	EY400181
<b>Inspection date</b>	19/05/2010
<b>Inspector</b>	Linda Close

<b>Setting address</b>	Fircroft Primary School, Fircroft Road, LONDON, SW17 7PP
------------------------	--

<b>Telephone number</b>	02086734350
<b>Email</b>	jackiebcc@btconnect.com
<b>Type of setting</b>	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 0300 123 1231, 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: 0300 123 1231  
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 - Fircroft was registered in January 2010. It is owned and run by the Balham Community Centre which has other settings within the Wandsworth area. The club is located in Fircroft Primary School in Tooting in the London Borough of Wandsworth and provision is predominantly for the children who attend the school. The main school hall is used for both quiet and active play. There are two secure playgrounds for outdoor play. The club operates every weekday from 3.30pm to 6.30pm during term time only and there is a breakfast club which is available from 7.30am to 9.00am. The club is registered on the Early Years Register and both parts of the Childcare Register to accommodate a maximum number of 40 children, none of whom may be under three years old. There are currently 37 children on roll and five of these are in the early years age group. Children attend for a variety of sessions.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children in the early years age group enjoy playing together in the relaxed atmosphere of the after school club. They make good progress because the staff provide a worthwhile range of activities that appeals to them. Staff have established good working relationships with parents and carers and this helps them to meet the individual needs of the children. The manager evaluates the setting's service to children effectively in most respects. She is enthusiastic and fully committed to the ongoing development of the club.

## **What steps need to be taken to improve provision further?**

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

- ensure that the multi cultural celebrations reflect the culture background of every child who attends
- show clearer links in the planning of activities for children in the early years age range to the next steps for learning that the staff have already identified through their observations
- review children's completed registration forms ensuring that relevant permissions have been given or refused by every parent or carer.

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

The manager ensures that staff are aware of the setting's safeguarding policy and procedure. They know that they must share any concerns about the children's welfare with her without delay. The setting has a prominently placed notice board for parents and carers and important information about safeguarding is displayed. Further safeguarding training for the staff team is due to take place in the near

future to refresh and consolidate their knowledge and understanding of how to keep children safe.

The manager evaluates the resources, the activities, the menu and the organisation of the setting and she takes steps to ensure ongoing improvement. She has given parents and carers a questionnaire recently and they responded favourably. Parents say that the club is an asset to the school and a great help when they have work commitments. They say that their children are safe and well looked after before school and after school. The manager arranges training courses for her staff and she encourages them to pursue their professional development. The manager has discussed observation and assessment with school staff and she is currently making notes on a form provided by the school. She notes areas where children may be struggling but as yet her notes are not clearly linked to activity planning.

Staff are deployed with care so that the children are supported as they play and so that they are safe. A rota is displayed so that staff know who is responsible for adult led activities, who will prepare and serve the children's food and who will supervise outdoor games. Staff take turns to stand by the exit so that children cannot stray or go with anyone not known to the setting at the end of the session.

The club has a good range of toys and resources, all of which are in good condition. There are books, pictures and posters which reflect a wide range of people. Staff arrange events to celebrate children's birthdays and they plan and provide some multi-cultural activities. The activities are appropriate but as yet the range does not reflect the background of all of the children who attend.

None of the children who currently attend are experiencing learning difficulties. However, the staff liaise with school teachers and they talk about children's progress informally with parents and carers. They are ready to work with outside agencies to help the children progress if there is a need.

Staff maintain attendance records and the required records of accident and medication. Parents and carers sign agreements and they give staff all of the necessary information about diet and health that they need to care for the children well. Forms giving permission for items such as photographs are included in most of the children's files although not all of them have been signed or completed correctly.

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

Children say that they like coming to the after school club. They evidently enjoy the food and their body language shows that they are comfortable with the staff. They show that they feel safe in the way that they go to the staff if they need their help or to enlist their support if they are having a disagreement with another child. Staff are good role models and they manage children's behaviour confidently. They are firm but not unkind and the children respond to them well. A short time out for children to think about the consequences of actions such as running indoors,

followed by a discussion with a member of staff, is sufficient to keep the children on track. They talk about the rules of the club with the staff so that they understand what is expected of them. The children are content and well behaved.

Staff ensure that the children have easy access to drinks and their tea meal is eaten at clean tables. The menu is changed periodically to provide variety and the selection of food is tasty and healthy. Staff are careful to give children food that meets their individual dietary needs and a list is displayed near the tea table to serve as a reminder. Children are reminded to wash their hands before coming to the table. Staff check the toilet areas on an hourly basis to ensure good standards of cleanliness for the children. Energetic ball games and play on wheeled toys is actively encouraged and the children make very good use of the exciting range of climbing apparatus in the playground.

Children are learning about making a contribution to society through taking part in fundraising activities. They have supported a car boot sale to raise funds for the school and they are currently drawing up designs for t-shirts for a fun run. Children have easy access to paints and an easel and they paint pictures according to their own ideas. They can choose to draw and write at a mark making table which is well resourced. Children can select freely from construction play, small world play, table top games, puzzles, books and card games and they play happily with older friends.

The weekly cookery lesson is a great favourite and they make cakes together in an adult led group. They learn about numbers, weights and measures within this activity. Staff talk with the children throughout the session and in this way they develop the children's communication skills. Children enjoy talking about their day in school and giving news from home. The organisation and the activities at the after school club help to develop children's social skills.

## 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	2
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
--	---

### 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