

(Schoolfriend Clubs) Uplands Primary

Inspection report for early years provision

Unique reference number EY282703
Inspection date 22/03/2010
Inspector David Shepherd

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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 Club has been registered since February 2005. It operates from a large hall on the ground floor which can be divided into a smaller area. The club also has use of the computer suite and studio room on the first floor along with the toilets and secure outside play area. Provision includes support for children with special educational needs and/or disabilities. Disabled access is via the main school entrance. The club provides daily breakfast from 7.45am until 9.00am and after school care from 3.20pm until 5.30pm, term time only. It provides out of school care for a maximum of 32 children from four years to under eight years at any one time. Children over eight years also attend the provision. There are currently 15 children on roll, of whom five are of Early Years Foundation Stage age. Two staff work at the club and they are appropriately qualified overall. Good links are maintained with the school and the local authority. The club is on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Provision at Schoolfriend Club is satisfactory. It meets the welfare needs of children of early years age range well and their learning development needs satisfactorily. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities, are fully engaged in and enjoy their activities. The staff review their work at the end of sessions and have a satisfactory capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- ensure the toaster is located in a safe manner when in use (Safeguarding and promoting children's welfare) 01/05/2010

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

- ensure all areas of the Early Years Foundation Stage provision are included over time and that the purposes of activities are included in planning
- include the levels of achievement as well as what has been achieved using the local authority form
- keep documents on risk assessment, planning, accident reports and registers in separate files for ease of use

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good. The staff have developed an appropriate range of policies, including child protection, health and safety, behaviour management, equal opportunities, special educational needs and/or disabilities and complaints, that ensures the efficient management of the club and the children's safety and well-being whatever their need or ethnic heritage. These policies are known to parents so they can judge how well their children are being looked after.

Staff are deployed effectively. They get to know children of early years age range well. They record the progress that these children make. However, the children's progress is not assessed fully in line with the criteria in the Early Years Foundation Stage provision as indicated on the local authority form that is being used. Children's progress is not formally communicated to the school. Children with special educational needs and/or difficulties are catered for appropriately. All staff work and play effectively with the children to ensure they receive enjoyable and challenging learning experiences at the club. Older children include younger ones in their activities and contribute to making this a good experience for the younger children.

The manager has been working at the club for six months and had just been appointed as full-time manager prior to the inspection. Staff review their practice at the end of each session. They do not meet formally to review what has gone well or not so well and to plan for future sessions. The current staff have not yet begun to use the national guidance on self-review to ensure that the club is providing the best for the children. This is important to ensure that the provision is meeting the needs of children most effectively. The ambition to drive through improvements is satisfactory. The capacity to improve further is satisfactory. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is good. The outside provision is spacious, including the school playground and field. Resources for inside activities are adequate. They are in good condition and fit for purpose. Resources are used well to help children have enjoyable experiences at the club. The buildings are well maintained and provide an appropriate environment for children.

The partnership with parents is satisfactory. Parents know the types of activities that take place each day. They complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. Newsletters are sent to parents periodically. Parents sign all accident reports so they know about any mishaps that have occurred to their children.

Good links are maintained with the school. A good partnership exists with the local authority. The club has implemented effectively the recommendations from the previous report.

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

The provision for children's welfare needs is good and for their learning and development needs is satisfactory.

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their activities and carry them out calmly and with good humour. During the inspection, this included chatting to each other in small groups, painting, sticking and gluing, playing board games and balancing with twister. However, children did not ask to play outside. Had they done so, they would have played on the school's trim trail or with hoops and balls. All areas of the Early Years Foundation Stage provision are planned over time, but these are not all included on the planning documents. In addition, planning does not include the purposes of the activities which make them more meaningful and challenging. Planning documents are kept in plastic wallets along with risk assessments and accident reports. This makes these documents difficult to access and track what has been planned over time.

Children have plenty of opportunities to practise their speaking and listening skills through the close interaction between staff and children. They are encouraged to become independent and help themselves. For example, they help set up the table at snack time and are encouraged to tidy up after playing with apparatus and toys. Appropriate opportunities are provided for practising reading and number skills. Good opportunities are provided for practising computer skills. Overall, provision to help children in their future lives is satisfactory.

Children behave well and are developing good social habits. They form good relationships with staff and respond readily to them. They get on well with each other. Older children include the younger ones in their activities and this enriches the provision for these children. All this helps to make them good early learners and well prepared for their schooling. Children play sensibly. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The club is a happy and welcoming place and provides a secure and enjoyable environment for all children, including those of Early Years Foundation Stage age.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. Risk assessments on equipment and fittings are carried out systematically each day. However, the toaster is balanced precariously on benches used for physical education. This means that children are not totally free from the risk of careless and unnecessary accidents.

Children wash their hands and help themselves to snacks at snack time. They drink water and milk with their snacks. This promotes their independence well. Snacks are generally healthy and include fruit, ham, cheese, toast and a range of spreads. Children have opportunities to play outside in the fresh air during each session should they choose to do so. This helps them to experience a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

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