

Edmund Waller Breakfast & After School Club

Inspection report for early years provision

Unique reference number	EY284738
Inspection date	24/09/2010
Inspector	Brian Evans
Setting address	Edmund Waller School, Waller Road, London, SE14 5LY
Telephone number	020 7252 8699
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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

Edmund Waller After School Club and holiday play-scheme was registered in 2005 and operates from the Ahlberg room, Rosen Hall, Lloyd Hall with sole use of a playroom with kitchen and use of hall and library for the after school club. The after school club also has use off the school's dining hall, library and classrooms. A maximum of 60 children may attend at any one time. There is one child in the early years age range on roll. The after school club is open each weekday from 3pm to 6pm term time only and the holiday play-scheme is open 8am to 6pm during school holidays. All children share access to a secure enclosed outdoor play area. The after school club is attended by children from Edward Waller school but the holiday play scheme is open to children from the wider community. There are currently over 60 children on roll, all of whom attend local schools. The after school club and holiday play-scheme employ a number of staff, most of the staff work at Edmund Waller School during term-time. The seven staff hold a variety of recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages, including those in the Early Years Foundation Stage, achieve and enjoy effectively because they are provided with good levels of care and activities, which build on their work in the mainstream school. Excellent partnerships with parents enable the setting to be fully inclusive and to provide very well for the individual child. Children feel safe and secure and have access to excellent resources, which give them a wide range of play experiences and activities. Staff work together as a well-knit complementary team and continually strive to improve the provision through careful reflection on most aspects of their practice.

What steps need to be taken to improve provision further?

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

- ensure that there is a well-defined programme of staff development.

The effectiveness of leadership and management of the early years provision

The experienced manager is a very enthusiastic leader who imbues her staff with the same degree of enthusiasm for meeting the needs of the children. The setting successfully aims to support and complement what the children do in school through creating a variety of play opportunities that cover all areas of learning. The after school club meets the requirements of the Early Years Foundation Stage and the one child's early years learning profile has comments from staff that relate to early learning goals. There is good communication between the setting and

teachers in the main school. Safeguarding procedures are good. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. Leaders work hard to promote equal opportunities and to make sure that they tackle any form of discrimination and they are successful in this, as is evident in the equal progress being made by all groups of learners.

All parents are highly supportive of the club and judge the staff to be outstandingly responsive to their children's needs. Staff listen closely to what parents and children suggest and respond to their views as, for example, in baking cakes for the disco later in the evening. Regular surveys of parents, through informal discussion and questionnaires together with a well structured programme of activities, underpin the setting's good provision. The setting works in productive partnerships with a number of outside agencies, including the local authority and social services. However, the manager recognises that there is scope for a more detailed professional development programme. All of the above factors underpin the setting's good capacity to sustain improvement.

The setting's relationship with the host school is such that it has extensive use of its excellent facilities. The available space is very well managed and very well used by the children. It includes the main halls, the well-equipped playground and large apparatus adventure activities, the cycle track, playground vegetable patches, the outside synthetic turf area and a purpose built cage for ball games.

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

As soon as they arrive at the setting, children settle very happily, are patient when the register is read, relate very well with one another and have fun. The snacks provided for them immediately after school are healthy. On the day of the inspection they included bread sticks, tuna or cheese and fruit or carrots. Many chose carrots. Children are confident and respond to the well planned and stimulating environment, which is set out for them daily. All children feel safe in the setting.

The excellent resources for the younger children in the Ahlberg room is accessible for all ages, including early years children. Dressing up with masks and cloaks was a particularly popular activity during the inspection. The equally wide range of facilities for older children in the main halls are deployed to their best advantage. All activities are well supervised by male and female staff.

Boys and girls enjoy equally the full range of resources from cooking to football and ball games. Club staff unobtrusively ensure that no child is left out and offer themselves as very good role models by ensuring that children share resources with one another. Each child has an excellent relationship with staff and in turn are treated and guided as individual personalities. Social and emotional needs and

additional needs are met very well by sensitive adult intervention. Children themselves make a good contribution to the school community.

The manager has set up a 'key person' for each child. For example, within this system brief written observations by staff on children, within the Early Years Foundation Stage, are placed in the learning profile. Key persons regularly assess the children in their group so as to meet their needs more fully. The assessment records confirm the care with which staff provide suitable experience for children and how they complement work in mainstream school. This strengthens the children's readiness for the next stage of their education well.

The setting's focus on welfare is excellent. Hygiene and health are emphasised and reviewed constantly. Children enjoy eating their snacks and drink and use the occasion to confidently talk with adults and with each other. Discussions with children confirm an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Behaviour throughout is good and activities are characterised by a willingness by older and younger children to share and cooperate with each other.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
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