

Peacock Club Afterschool Care Scheme

Inspection report for early years provision

Unique reference number 116250
Inspection date 10/11/2010
Inspector Gillian Walley

Setting address Peacock Avenue, Bedfont, Feltham, Middlesex, TW14 8ET

Telephone number 0208 890 2584
Email fairholme.school@lineone.net
Type of setting 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 assesses 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.

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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Peacock After School Club operates from Fairholme Primary School, which is situated in an urban area of Bedfont, West London. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open from 3.00pm to 6.00pm., Monday to Friday during term time only. The club is registered to care for up to 20 children aged between four years to under eight years at any one time. Children aged up to 11 years may also attend. There are currently 39 children on roll of whom five are in the early years age group.

The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. The club operates from the dining area and the adjacent hall of the school, with access to toilets and the large outdoor playground. There is a separate office and limited kitchen facilities for the sole use of the club. There are four members of staff who work with the children. One member of staff is qualified to NVQ Level 3, one to NVQ Level 2, and two others are working towards NVQ Level 2. The club has close links with the local authority which offers support and training, and it is also a member of Kid's Club Network. The club works closely with the adjoining primary school primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Peacock After School Club provides good out of school care and children make good progress. It is inclusive and able to meet the needs of the children well, including those who have special educational needs and/or disabilities and those who speak English as an additional language. The manager and her team are very experienced and they acquire more skills through training courses so that they can improve the opportunities they provide for the children. They are beginning to evaluate the provision and procedures more rigorously in order to identify what can be improved. As a result, 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:

- help children to make consistently good progress by planning activities in all areas of learning for them to choose
- evaluate the provision and procedures more frequently to identify improvements which can be implemented
- make more use of the outdoor area at all times of the year so that children learn more about their environment

The effectiveness of leadership and management of the early years provision

The club has good procedures for keeping children safe. For example all staff are vetted appropriately and trained in safeguarding. Visitors sign in and if a child has an accident the staff inform parents. Most members of staff have first aid qualifications. The manager checks the premises before each session to identify any hazard which could cause an accident. The staff understand hygienic food handling, for example they wipe the tables before serving the children's tea. The staff and children know what to do in an emergency because they practice fire drills very frequently. The door is always locked and when children play outdoors they are closely supervised. A password system is used if parents need to ask another adult to collect their child. The staff keep good records of children's allergies and health conditions so that they can provide the appropriate support for them.

The manager drives ambition well and the staff are very experienced. They are beginning to evaluate the provision to identify what they can change to improve what is available for the children. However this process is not yet fully embedded and does not happen with regularity so that improvements can be introduced more frequently. They have recently introduced a new system for recording the progress the children make, particularly in their social and emotional development. They are considering how they can give the children some more exciting opportunities such as visits to a local lake. The club has improved since the last inspection, for example accident records are now more thorough. The child protection and complaints policies have been reviewed recently and now meet requirements.

The manager and her staff work well with parents and carers and develop good relationships with them. The staff talk to them about their children and the progress they are making at the end of sessions. Parents and carers give their views about the activities available and how the club is run through surveys. They are very happy with how the club is managed and the activities which are provided for their children. They feel that their children are safe and well cared for. Parents and carers have a notice board where they can find information about the club's policies and procedures, the children's menus and photographs of the staff. They are welcome to come in and work with the children, for example for face painting to raise money for charity. The manager works closely with the adjoining primary school and knows the children who attend the club well because she also works with them during the school day. When the staff collect the children from their teachers they can talk to them about the children's day in school. This helps the staff to know the needs of all children well, and it also helps the teachers to pass on information to parents and carers they do not see at the end of the school day. The manager also works very closely with the local authority, for example in developing the expertise of the staff team through training them in supporting children with their behaviour.

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

Older and younger children play together well so that the younger children develop new skills and gain confidence. They concentrate well on activities such as puzzles. There are many toys for them to choose from indoors such as dolls, construction and board games. They enjoy reading books and listening to stories, and can read to members of staff. The children develop good creative skills when sketching and drawing and they develop their imagination well when they design and make models. They learn to write their names and enjoy writing plays which they perform to their friends. Outdoors, the children develop their physical skills by playing team games and using the playground markings. They develop some understanding of their environment, for example by looking for mini beasts. They also talk about leaves and trees, but they do not have access to this area all year round. In wet weather the children can play games in the school hall.

Adults use positive language to encourage the children and are good role models. They are patient and they help the children to manage their own behaviour, for example by giving them a quiet space where they can be calm. The children have agreed some rules which help them. They have their own council so that they can take responsibility for the way the club runs, menus and the activities they would like to be provided. The children develop their understanding of the needs of others, for example by raising money for charities.

The children learn about healthy lifestyles by talking about their menus and by cooking healthy foods such as pizzas and wraps. They understand the importance of exercise and avoiding infection, for example by washing their hands before eating. They learn about different cultures and customs when they talk about celebrations and taste foods of different cultures. They also enjoy various creative activities, for example at Divali they designed Rangoli patterns and for Remembrance Day they made poppies. The children play with dolls and puzzles which give them a good understanding of diversity, and they talk about disabilities in their circle time sessions.

The staff know the children well and ensure that they make generally good progress by providing many activities for them to choose from. However they do not always provide activities in all areas of learning so that they can be sure that the children make consistently good progress. When children start coming to the club they have a buddy to help them settle in. The staff observe them so that they know what the children most enjoy doing. They identify specific targets for children such as developing their knowledge of colours and provide activities which will help them to gain confidence and move them on in their learning. Children who are at the early stages of learning English or find learning more difficult, make good progress because the staff help them especially well, for example by using pictures of the activities they might choose.

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	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

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

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

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