

Home Away

Inspection report for early years provision

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Inspector

Vicky Turner

Setting address

Hatfield Primary School, Lower Morden Lane, Morden,
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Telephone number

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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

Home Away Out of School Club opened in 2002. It operates from Hatfield Primary School in the London borough of Merton. The Out of School Club operates during term time from 3pm to 6.15pm and the Holiday play scheme operates during most school holidays. There are currently 39 children from four years to 11 years on roll. Of these, five are of the early years age group. A maximum of 30 children can attend the setting at any one time. The group supports children who speak English as an additional language and those with additional needs. There are five staff who work with the children, four of whom hold appropriate qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where children make good progress in a safe, secure environment.

Good partnership with the school, parents and external agencies ensure that children's individual needs are fully addressed. The manager and staff continuously evaluate the provision and identify areas for development. The recommendation from the previous inspection has been fully addressed reflecting the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further links with the reception class teachers to enable the setting to successfully compliment the school's provision
- develop the systems for self-evaluation to provide parents with an opportunity to contribute to the process.

The effectiveness of leadership and management of the early years provision

The new manager leads a well motivated staff team who share the vision of a fun and safe learning environment for all children. Regular staff meetings enable staff to plan together as a team and share their ideas. The manager is committed to staff development and encourages her staff to improve their knowledge and skills, which helps to improve outcomes for all the children. Staff appraisals help identify training needs. The on-going self-evaluation process by staff and pupils helps them to identify areas for improvement. These include providing more opportunities to encourage boys to mark-make. Parents, however, are not yet fully involved in the self-evaluation process. The recommendation from the last inspection has been fully addressed. There is now a complaints folder in place, which is stored securely.

Good systems are in place to safeguard the children and staff understand the procedures to be followed should they have concerns about a child. Staff are thoroughly vetted to ensure that they are suitable to work with children. Risk assessments and daily health and safety checks mean that children are kept safe, both in and out of the building. Records are well maintained and registration and insurance certificates are displayed. A range of effective policies contribute to the smooth running of the setting.

Space is used well and a wide range of interesting resources are easily accessible to all ages. Staff are deployed according to their skills, which means that children are well supported in their play. Staff are committed to inclusive practices and help children learn about differences through a wide range of multicultural resources. Children celebrate different festivals and special days, such as Diwali, Eid and Remembrance Day. The special educational needs coordinator liaises with the school's special educational needs coordinator to provide suitable support for children with additional needs. A complaints policy and procedure is readily available for parents should they wish to make a complaint. Strong partnership with the school means that the setting has access to the school's playground and outdoor equipment. The setting is well supported by the head teacher who meets with the manager half-termly to share information. Good relationships with the class teachers ensures that information is shared daily through individual contact books between the school and the setting and verbal exchange ensures continuity of care. The setting have yet to obtain the Reception class plans to enable them to plan more varied activities to compliment the school's provision. The setting is supported by the Early Years Team and has strong links with the toy library and a local pre-school and wrap-around care. The setting has established good relationships with parents who share information about their children and contribute to their learning and development. They are kept well informed through daily informal discussions, letters, the parents' notice board and termly newsletters. Questionnaires and a suggestion box enable parents to make their views known. Parents report that the children 'really enjoy coming here' and the staff are 'very friendly'.

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

Children are warmly greeted by the adults and are happy to see their friends. They make choices from a range of interesting activities and resources, such as reading, creative activities, play dough, role play, dressing up, play station and table football. They socialise with their friends in a relaxed atmosphere. They love coming to the club because, 'I can play with my friends' and 'the adults are so kind'. Key workers ensure children's welfare and learning and development needs are met. Systems for observing and assessing children are in place and children make good progress, particularly in their personal social and emotional development.

Children use equipment safely and respond to reminders from staff to play safely. They learn about road safety and understand that they are not to leave the room unsupervised. Regular fire drills mean that children understand the procedures for

safe emergency evacuation of the building in case of a fire. Children say that 'you can talk to the adults if you are worried'. Children make healthy choices at snack time and enjoy pitta bread, cheese and cucumbers and a selection of fruit. They try fruit from different countries and enjoy fruit kebabs. They have milk or water and fresh water is available throughout the day. Children have access to the school's playground, which provides good opportunities for them to be active. For example, they participate in team games and climbing activities. Themed weeks on healthy lifestyles help children understand about how to stay healthy. High staff ratio means that children are well supervised at all times. Children wash their hands with anti-bacterial soap before snack and after messy play. They are encouraged to use tissues and dispose of them appropriately.

Club rules help children understand that there are boundaries and they know that their parents will be informed of any serious issues. They benefit from praise and encouragement and are rewarded for good behaviour and other achievements. As a result, they behave well. Relationships are good and children are treated with respect. This helps them develop a positive image and individual sticker charts contribute to raising their self-esteem. Teamwork permeates all aspects of club life as they work together to earn points for their team. Children's meetings enable children to express their views and suggest which toys and resources they would like for the setting. They help serve the snack and tidy up. Good adult interaction supports children's language development. There are good opportunities for sharing books and listening to stories and mark making tools are freely accessible. Children are supported with their homework as and when necessary. Number puzzles, board games and practical activities support children's problem-solving and numeracy skills. Children's laptop games extend phonic and number skills. Children enjoy taking photographs of their friends and adults, which are displayed around the room.

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
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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

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