

# Southfield Park After School Club

Inspection report for early years provision

---

**Unique reference number** EY410949  
**Inspection date** 16/11/2010  
**Inspector** Linda Close

**Setting address** Southfield Park Primary School, Long Grove Road, EPSOM,  
Surrey, KT19 8TF  
**Telephone number** 07921147335  
**Email** polly.sawyer@sky.com  
**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](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.

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 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

Southfield Park After School Club was registered in June 2010 and it is one of a pair of after school settings owned and run by the same private provider. It operates from one practical room, a hallway and a main hall with access to toilet and kitchen facilities in the Southfield Park Primary School in Epsom. The group has access to two large playgrounds for outdoor play. The club is registered on the Early Years Register and both parts of the Childcare Register. The club provides a maximum of 24 places for children from four to under eight years old and six of these may be in the early years age group. The admissions policy allows the group to care for children aged up to 11 years. There is no overnight care provided. There are currently 16 children on roll age four to ten years and five of these are in the early years age group. The children can attend for a variety of sessions. The group opens five days a week during school term time from 3.00pm to 6.00pm. There are two joint managers and two other members of staff who work with the children on different days each week. All of the staff hold appropriate playwork and/or early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This newly opened setting provides a pleasant, safe environment for children after their busy day in school. Children in the early years age range are warmly welcomed by the staff. The children are relaxed and happy and they are valued members of the group. The opportunities for play effectively support children's overall progress given their age and starting points. Systems are already in place to promote good working partnerships with parents who give all of the required written permissions and most of the essential information so that the staff can care for the children and meet their individual needs. The provider and her staff evaluate the service to children with care and attention to detail and they have formulated exciting plans which they intend to pursue to develop the club further.

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

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

- develop further the programme of activities ensuring that children have more opportunities to express their ideas in music, drama and dance
- take steps to find out more information about children's home language and cultural background

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

Staff are confident in their knowledge and understanding of safeguarding the children in their care. The leader has recently attended a course to keep her knowledge current and other staff gain their knowledge through work in the school. Staff induction includes group study and discussion of the setting's child protection policy and procedures which are detailed and provide a useful guide to follow if staff should have concerns for children's welfare. Risk assessments are conducted and the effective security systems in place in the school building help the staff to keep the children safe.

The joint leaders and the staff have reviewed the provision for children in detail. They liaise with one another constantly face to face, on the telephone and via a daily log book so that information is shared. They have formulated exciting plans for the future in discussion with the head of the school who is supportive of their work. Planned building work will soon provide a french window giving direct access for children to the outdoor area from their play room. Additional accommodation is planned to give the after school club more rooms for activities which the staff plan to make full use of after discussions with the regulator.

The deployment of staff is good. A member of staff is stationed in each area used by the children. Staff are actively engaged in children's play and they also provide direct supervision to help the younger children feel secure. The after school club has a good range of new toys, books and equipment which are chosen to meet the needs of older and younger children. They are stored neatly and in a way that gives children opportunities to make independent choices.

One of the leaders of the group is very experienced in the care and education of children with learning difficulties. None of the children on roll has an identified learning difficulty at present. However, the leaders are confident in their knowledge and understanding of partnership working and they are prepared to adjust activities to meet individual needs if required. There are several children on roll who speak other languages at home, although their spoken English is fluent. Staff are aware of full details of some, but not all, of the children's cultural backgrounds. They plan to devise activities that will include celebrations that reflect the children's ethnic roots. However, the forms currently used for registration do not ask parents for sufficient information about language and culture to clearly inform this area of future planning and few ethnicity forms have been returned.

Parents state that they are pleased with the provision of an after school club at the school and they are content that their children are safe and happy. The club displays useful information which includes the menu, the registration certificate, insurance details and contact details for the regulator. The provider and her staff are constructing an informative newsletter for parents and carers which is due to be published in the near future. The newsletter includes photographs of the children at play and information about equipment, staff and activities planned for the future as well as information about practical matters. Every parent receives a

copy of the policy and procedures adopted by the after school club at the time of registration. Staff are available to talk to parents at collection time to exchange news about progress and to pass on news from school if there is a need.

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

The four and five year old children who are in the early years age group show in their happy smiles that they are content to join the staff and older children at the after school club. They are collected from class and brought to the setting to ensure their safe arrival. These young children are eager to tell staff about their news from home and about their day in school. They confidently ask staff for their favourite toys and they readily seek assistance when dressing up. Their general demeanour shows clearly that they feel safe in the care of the staff and in the company of the older members of the group.

Behaviour management is an area of strength in the club and the children's behaviour is exemplary. Staff are kind but firm and they explain what they expect of the children in terms that they understand. Older children are very supportive of the little ones. They share their skills when children are making cardboard models, showing the little ones how to make string mesh and how to attach it to their towers. The children have easily adapted to the rules and the organisation of the group and they take an active role as snack monitors and toilet monitors when it is their turn.

Staff are vigilant in all matters to do with health and hygiene. The children are actively encouraged to wash their hands as soon as they arrive from class and staff explain why they need clean hands to eat their snacks. Each child selects what they would like to eat from the displayed menu and they eat hungrily. A wide range of fresh fruit is offered to the children including fresh pineapple, melon, citrus fruits and grapes and they eat with obvious pleasure. Staff ensure that the toilet facilities are clean and fresh for the after school children and that snacks are eaten in clean surroundings.

Staff provide suitable resources for the children and they promote children's learning effectively through play. Children see neatly printed labels in the play area and their names and photographs are displayed. They eagerly take part in mark making and drawing activities and staff involve them in worthwhile discussions throughout the session. Group discussions at snack time and circle time centered around 'What's in the box' give each child an opportunity to talk to the whole group about their special toys or the artefacts that they have brought from home. These relaxing and enjoyable activities effectively promote children's communication skills. Children also learn about number and associated vocabulary through play and table top games. They have easy access to electronic games and a remote controlled 'buggy' which promotes their early IT skills in an entertaining way. Taken overall the activities at the after school club support the development of children's skills for their future learning.

Creative activities include modelling with waste materials, a range of media and a variety of adhesives. The children use scissors correctly and they hold crayons and pencils firmly. Although the group has only been open a short time the children have already created art work about Diva's for Divali and they have made firework pictures linked to Bonfire Night. Staff meeting notes show that they plan to link future craft activities and discussions to customs and celebrations linked to a range of cultures although their knowledge of children's individual backgrounds is not yet complete.

The children who attend the after school club will be able to access the outdoor area for energetic play in the near future when the french doors are in place. The children say that dressing up is a favourite activity. They wear their favourite cowboy clothing and take great pleasure in casting spells when dressed up as a 'bad wizard'. Children gleefully make the school premises 'sticky and tickly' with imaginary spider webs. Children also take great pleasure in play with cars and a car mat and with a large train track and magnetic trains. They become engrossed in their imaginative play. The school hall is available to them for dance, music and drama activities, although these have not been specifically planned as yet.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
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