

# Wallace Fields Infant School SCL Club Energy

Inspection report for early years provision

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<b>Inspection date</b>	22/12/2010
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<b>Type of setting</b>	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

Wallace Fields Infant School SCL Club Energy was registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of 13 holiday playschemes owned by Soccer Coaching Limited (SCL) and operates from the hall and two classrooms within Wallace Fields Infant School, which is in Epsom, Surrey. The premises is accessible to wheelchairs and has the use of the school playground and playing fields. Registration is for a maximum of 50 children under 8 years; of these, not more than 16 may be in the early years age group, and of these, none may be under 4 years. Children aged over eight also attend. Children are enrolled for each individual holiday period. At the time of this inspection there are 15 children on roll. Of these, two are within the early years age group and four are aged over eight. The provision supports children with special educational needs and/or disabilities. Children attend from the local community. Operational times are from 10am until 4pm, usually Monday to Friday, with the option of an extended day from 8.30am to 5.30pm. during the school holidays. SCL employ a large number of staff who they deploy to the various venues to meet the needs of the children booked to attend. The provision is staffed by a manager with the NVQ 3 in playwork and a sports related degree. At least half the staff team are qualified to at least Level 2 in playwork and many are working towards NVQ 3s either in playwork or degrees. At the time of this inspection there were three staff caring for 15 children. It is important to note that this inspection took place on one of two operational days just before Christmas when extreme weather conditions prevented many people from travelling. This impacted on the numbers of children booked to attend.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by a team of enthusiastic and highly suitable staff, in a safe and secure environment. Relationships between the staff and children are excellent and children thoroughly enjoy attending. Leadership is highly successful in developing a team culture of reflective practice. As a result, priorities for improvement, such as to create more opportunities for independent play, and to further engage with parents, are astute and well targeted. Improvement is ongoing and the setting is well placed to achieve their vision of future excellence.

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

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

- Improve the organization of the session to provide children with more choice
- explore ideas for supporting and enabling the inclusion of children with early literacy skills

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

Children's welfare is very well safeguarded. Recruitment and induction procedures are rigorous, for example staff are not deployed to work with children until their Criminal Record Bureau (CRB) clearance is complete. New staff complete child protection training as part of their induction, existing staff refresh their knowledge yearly, and leaders complete an advanced level of training. Risk assessment is equally very rigorous and clearly documented. Premises security is tight and there are clearly understood procedures in place for ensuring that all staff are familiar with the emergency procedures, for example fire evacuation, and responding to accidents, or a missing child situation. All records and documentation, policies and procedures, required for the safe and efficient management of the setting are in place and well maintained.

The day is effectively organized around a wide range of exciting and physically active indoor and outdoor games, a session of arts and crafts, free play, and snack and lunch breaks. However, although planning now includes opportunities for free play, this is at set times and activities are mostly separated from each other. Nonetheless, children's views and identified learning needs are sought and actioned wherever possible. For example, children enjoyed a judo session provided by a qualified coach, and plans are in place to secure a visit from the railway health and safety team to talk to the children about the dangers of playing near railway lines.

There are good procedures in place to ensure that parents provide the team with a profile of children's individual needs prior to their attendance, and for supporting new children to settle in. A number of staff are experienced, and trained, to work with children with special educational needs. Where applicable, contact is made with children's other early years providers, or health agencies to ensure that identified additional needs are consistently supported. Parents are provided with a wide range of information which includes all the policies and procedures, Early Years Foundation Stage publications, such as the benefits of men in childcare, and the activity plans. Questionnaires have been introduced for parents, and an exciting format for a parent newsletter is being planned. The professional development needs of staff are very well supported by the organization and good use is made of the local early years advisory service. Staff's knowledge and understanding of the Early Years Foundation Stage and the requirements for play-based provisions is secure. The capacity for ongoing improvement is strong.

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

Children thoroughly enjoy their time at the playscheme which strongly promotes good health. Excellent use is made of the outdoors and activity planning is both exciting and dynamic. Children enjoy exploring the sensory garden, often with a

magnifier in hand to look closely at small creatures. They are encouraged to engage in an acceptable level of risk taking and use their imagination, for instance as they use the extremely high quality adventure playground. This helps to develop confidence, self-esteem, judgment skills, and self-awareness. Team games, such as rally races, parachute play, and 'gladiator', the latter being which involves teams of children competing against an individual adult, teaches children negotiation and cooperation skills. Children have opportunities to be creative and explore the natural and living world too. They plan and produce their own fashion shows, perform karaoke, create their own musical bands, and models with recyclables, balloons, or papier-mâché. Staff are great fun and relationships between them and the children are warm, friendly and trusting. Older children are particularly kind and considerate towards the younger children, often helping them with tasks, such as writing their Christmas message in their cards for parents which are produced using a wide range of creative media. The buddy system, whereby new children are introduced to one child who takes responsibility for making sure they do not feel isolated, works very well. Children's awareness of diversity and the wider world is raised during activities to mark special occasions, such as Christmas, Chinese New Year, and the Olympics. Children are fully aware of staff's expectations and know that unacceptable behaviour results in a brief 'time out' from an activity. However, reprimands are rare because children are having too much of a good time to squabble.

Staff's knowledge and understanding of the Early Years Foundation Stage ensures that opportunities to encourage their progress towards the early learning goals are fully exploited. Children solve problems with shape, size and balance as they assemble the train track and build models with different shaped solid blocks. They are encouraged to think of items beginning with each letter of the alphabet during an outdoor scavenger hunt. Staff engage children in highly worthwhile, and playful, discussions and conversations. They are mindful of the capabilities of the younger and less able children and adapt activities accordingly, for instance providing carefully written messages on a flipchart for children to copy, or partnering them in a team game. Children's views and ideas are sought through the use of questionnaires and group discussions. However, premises limitations, which impacts on storage, restricts how well informed children are about what play resources are available. Alternative solutions have not yet been fully explored. Children enjoy the team games, although the enthusiasm of some wavers after a while and an alternative is not always on offer. For instance, whilst the art and craft room is exceptionally well resourced, it is not available throughout the session.

Most staff have completed recent paediatric first aid training and are therefore qualified to treat minor injuries and respond to certain emergency situations. In addition, the well implemented 'child sickness' procedure ensures that children do not attend until they have been free from infection for 24 hours. Children feel safe and secure because they trust the staff and because they understand the rules and routines which keep them safe. Children often help staff to carry out the daily risk assessment of the premises. They practice the fire evacuation procedure regularly, and when weather conditions are extreme the reasons for outdoor play being confined to the playing field, as apposed to full access to the playground and play

apparatus, are clearly explained; because the risk of slipping is too great.

## 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	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

<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

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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