

# Simply Play @ St Alfege

Inspection report for early years provision

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<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Marcia Robinson
<b>Setting address</b>	St. Alfege & St. Peters C of E Primary School, Creek Road, London, SE10 9RB
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<b>Email</b>	
<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).

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

Simply Play @ St Alfege is one of two after school clubs run by MSJ Simply Play Limited. It opened in 2005 and operates from a single storey building in the grounds of St Alfege School, situated close to Greenwich town centre. The club is open each weekday from 3.30pm to 6pm during term time. All children share access to a secure outdoor area. The club is registered on the Early Years and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from four to under eight years may attend at any one time. Currently, there are 14 children on roll, three of whom are in the early years age group. The club also offers care to children aged up to 11 years. They support children with special educational needs and/or disabilities and those who are learning English as an additional language. There are two members of staff, one of whom holds a National Vocational Qualification (NVQ) at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and making good progress in this friendly and inclusive setting, where they are generally well protected and empowered to take some responsibility for their own welfare. Overall, documentation is well maintained and partnerships with parents are strong. The manager is committed to the ongoing development of the quality of the provision and this, together with an action plan for improvements, means the setting demonstrates capacity to maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- regularly review the risk assessment, at least once year, and include in the record the date of review and any action taken following a review or incident (Documentation). 25/03/2011

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

- strengthen partnerships with other settings that children attend, in order to promote continuity in learning and care
- further improve systems to identify the settings strengths and weaknesses and to work with the parents to provide positive outcomes for all children
- improve the use of information gathered from records of observation and assessment of children to plan the next steps in learning.

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

Children's welfare is effectively safeguarded overall. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified and experienced. Staff have a clear understanding of safeguarding procedures, and the designated person has attended relevant training in this area.

Documentation to support the smooth running of the club is generally well maintained. A suitable system of risk assessment is implemented and identified risks are minimised and mostly recorded appropriately. However, risks identified during recent daily checks, such as trailing blind cords in the main play room have not been added to the record of risk assessment, as required.

Appropriate use is made of space, time and resources at the setting. The indoor space is large enough to accommodate a selection of activities and experiences. This includes staff sometimes organising team games for children to enjoy.

Staff work closely with parents to ensure they have a good understanding of each child's background and needs. For instance, they have recently updated the registration form to include more detailed information about children's individual needs so appropriate support is provided where required, effectively promoting equality and diversity. Parents are kept informed about the provision through access to the policies and procedures displayed to them on the notice board and available to them in a folder. They are also kept informed through updated emails, daily discussions, and they describe staff as 'approachable and welcoming'. In addition, the setting takes steps to keep parents well informed about their children through individual daily report sheets and verbal discussions at the end of the session.

Staff are working hard to build links with other settings that children attend but systems for sharing information to ensure continuity in care and learning are not yet fully established. The club has made good progress and improvement since the last inspection. There are no specific systems for self-evaluation in place however, the manager has begun to evaluate practice and is working towards including staff and parents in this process. Therefore, clear plans for their future development are emerging.

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

The staff knowledge of the areas of learning is strong and enables them to plan a good variety of activities that meet the children's needs and enhance the experiences they receive at other settings. Staff know children well and ensure that plans are based on individual needs and interests. Staff, as key workers maintain children's individual profiles, including their observations and assessments of children's play and progress. These records are not always used to monitor

planning of activities to ensure the next steps for individual learning are incorporated. Overall, staff provide equipment to enable purposeful play and there is a good balance of adult-led and child-initiated activities. Children benefit from a flexible routine. They enjoy their time at the club and behave extremely well. They are learning right from wrong and are starting to take responsibility for their own actions, including helping to devise their own club rules. Positive role modelling by the staff, appropriate resources and a good variety of activities help promote children's growing knowledge of inclusion and diversity. An example of this is the recent celebration of Chinese New Year when the children designed their own dragons and enjoyed food themed weeks. Here, children were encouraged to bring in dishes from home that represented the countries they originate from. Children speak confidently as they share their news with staff and each other at arrival, develop skills for the future as they write their name in the attendance book and record the time they arrive. They enjoy looking at books by themselves and listening to stories. They solve simple problems as they work out how to design and create a boat out of paper and when they weigh and measure ingredients to make pizza or cakes. Children enjoy using their imagination as they access the role playing area and a variety of dressing up clothes. Scoring when playing team and board games nurtures children's mathematical thinking. This is further promoted with number activities, such as adding and subtracting when playing card games. A suitable range of information and communication technology (ICT) resources supports children's learning. For example children play electronic interactive games. There are plans to extend the range of ICT resources to further enhance children's skills for the future.

Children are welcomed into clean and well-kept premises where they have ample space to play. They are kept secure through good procedures for entry to the building including a visitors' book. Children settle quickly and grow in independence as they select the toys they want to play with from the low level shelves or take responsibility for their own safety by signing themselves in when they arrive. They are learning about the importance of being healthy as staff actively promote children's health and well-being through providing healthy, nutritious light meals such as, chicken salad sandwiches, tuna and sweetcorn pasta, fresh fruit, water or diluted fruit juice to drink. There are frequent opportunities for children to exercise through free-flow outdoor play for the most part of the session. Here, they have access to the large school playground, including a ball court where the children enjoy playing basketball and benefit from the school's superb 'magic garden', providing them with opportunities to investigate and explore nature, using their senses. The flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children understand the importance of good personal hygiene routines, for instance making sure they wash their hands after using the toilet and before eating. They do not attend if they are sick which enables the staff to protect others from illness. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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	3

### 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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	3
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