

Marvel After School Club

Inspection report for early years provision

Unique reference number EY281220
Inspection date 20/06/2011
Inspector Silvia Richardson

Setting address All Saints Church Hall, Monson Road, London, SE14 5EH

Telephone number 07830 364390

Email

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 2011

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

Marvel After School Club was registered in 2004. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children aged under eight years any one time. There are currently five children on roll in the early years age group. The setting does not receive funding for the provision of free early education for children. Marvel After School Club is located in All Saints Church Hall in the New Cross area, within the London borough of Lewisham. The after school club has use of a room and sports hall. It is open Monday to Friday from 3pm to 6pm during term times. Children attend for a variety of sessions and come from the surrounding area. There are four staff working directly with the children. At least half the staff, including the manager, have a National Vocational Qualification at level 2 or 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a variety of toys and play materials and are broadly content, settled and willing to take part in activities. They make some choices with adults allowing children access to the resource cupboard. Arrangements for activities support inclusive play experiences. Children know and comply with health and safety routines. Most children show they enjoy their time in the setting, which is supported by parents' views. The setting has capacity for continuous improvement, demonstrated by the manager taking advantage of training opportunities, heeding advice from early years support workers and taking positive steps to evaluate the effectiveness of the provision.

What steps need to be taken to improve provision further?

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

- improve planning of activities to target any gaps in children's learning, working in closer partnerships with parents and schools to support children's achievements and enhance the early years experiences they gain elsewhere
- promote children's knowledge and understanding of what constitutes a healthy lifestyle and encourage them to make healthy choices about what they eat.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and staff understand their role in child protection. Staff are suitably trained and know what the procedure to follow should

any concerns arise. All required suitability checks are carried out for all staff. The setting identifies potential hazards and takes steps to minimise risks. Sufficient staff escort children to the setting from schools in the local area, ensuring children arrive safely.

The provider adequately promotes equality and diversity through encouraging inclusive group play. Children enjoy a sense of belonging through involvement in activities. Resources are adequate to support children's learning and development, however, planning of activities is not directly linked to supporting any gaps in children's learning. Staff generally work well with parents and schools to meet the welfare needs of children. Partnerships are generally friendly and supportive. Some information is passed between settings so as to give parents particular information, such as, information about homework, incidents or problems arising in school. The partnerships established do not help to support children's achievements and the setting cannot be sure that it enhances the early years experiences children receive elsewhere.

The manager is motivated to seek to improve the provision further and has gained an understanding of the early years learning and development requirements through attending training. Since the last inspection, the provider ensures procedures for hygiene and risk assessments are consistent. There is some evidence of action taken having a beneficial effect on outcomes for children, such as children's understanding of the importance of hand washing routines. The provider ensures children have access to a suitable range of resources and activities, including a varied selection of books. The manager has improved routines, so that children make choices and selections from the resource cupboard. Available records are adequate, such as noting and sharing details of any accidents and recording children's attendance. The provider has made a start with self-evaluation and knows what is working well and less well. Future plans are limited, but are likely to bring about some further improvement to the provision.

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

Children are offered a basic range of toys and games to play with when they arrive at the setting. They happily sit together in small groups around tables, sharing resources and engaging in lively conversation. Children are generally settled for a short period before putting things away and washing their hands for tea. Children are offered sandwiches, fruit and biscuits which they enjoy and plenty of water to drink. Children are discouraged from talking while they are eating and generally sit very quietly. Adults sit with the children, although do not engage in any discussion with them during the tea time. Children are not helped to consider which foods are healthy and those which are less beneficial, so as to promote children's learning of the importance of healthy eating. After tea children make a positive contribution to the setting, clearing their plates and stacking their cups neatly. Children are offered a further range of toys and play materials and are able to choose items, supporting their individual interests. They have opportunities to take part in physical activities in the sports hall and enjoy running around, playing football and

skittles.

The activity plans afford children a variety of play experiences and most areas of learning are covered. Children enjoy and achieve in the setting, but are not specifically supported to make gains towards the early learning goals. Although learning takes place, this is not necessarily attributed to the environment or conditions for which the provider has responsibility. The staff team work well together, having a beneficial impact of children's welfare. Relationships are positive, enabling children to feel safe and secure and children have a strong understanding of acceptable and desirable behaviour. Children are developing some skills for the future through opportunities to use mark-making materials and games involving counting and calculating. Children enjoy the company of others, cooperate well and generally play purposefully and constructively with the resources available.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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