

# SCL Club Energy

Inspection report for early years provision

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**Unique reference number**

EY346284

**Inspection date**

31/08/2011

**Inspector**

Louise Bonney

**Setting address**

Bushy Hill Junior School, Sheeplands Avenue, GUILDFORD,  
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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

SCL Club Energy opened in 2006 and is one of 11 registered clubs owned by Soccer Coaching Limited. The play scheme operates from Bushy Hill Junior School, in Guildford, Surrey. Accommodation includes two sports halls, two classrooms, outdoor playing fields, hard courts, playgrounds, and an adventure playground. Children attend from local schools and further afield.

The play scheme is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children may attend at any one time. The number of children attending varies daily, but on average there are 15 children attending daily in the early years age range. Children from the age of four to 12 years attend.

The play scheme runs during every school holiday from Monday to Friday. Sessions are from 10am until 4pm, with wrap-around provision from 8.30am until 5.30pm. The play scheme employs five members of staff. Of these, two hold appropriate level 3 qualifications. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a varied range of activities and receive support from enthusiastic and friendly staff. Staff organise the provision well and implement policies and procedures that support children's welfare and learning effectively overall. Children play in very secure premises and effective recruitment procedures further safeguard the children. Senior managers drive forward improvements, showing a good capacity to maintain the development of the club's provision and staff, which benefits the children. Staff have good relationships with parents and other local authority agencies so they are able to provide good continuity in children's care and development.

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

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

- develop children's awareness of the need to follow hygiene routines before eating
- improve the organisation of initial activities and break times to reduce noise levels and group sizes in order to further boost young children's confidence.

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

Senior managers follow effective recruitment procedures to safeguard the children. All staff have a thorough induction to familiarise them with the club's policies and procedures, and Criminal Record Bureau checks are carried out immediately. Staff show good understanding of safeguarding procedures and the issues around child protection. They receive regular safeguarding training to keep their knowledge updated. Sufficient staff are qualified at level 3 and others bring valuable skills, such as in drama, which are used to develop activities for the children. Ratios of staff to children are maintained accurately at all times, ensuring children are supervised well. Staff carry out daily risk assessments to identify and deal with any hazards prior to the children's arrival. The premises are particularly secure. The electric gates are only open at busier handover times, when staff greet all visitors as they arrive at the reception desk. At other times, gate entry buttons connect to the manager's mobile phone, allowing him to closely monitor new arrivals. This safeguards the children well.

Senior managers show good levels of drive and ambition as they continually review and develop the provision. They seek feedback and act upon ideas from staff, parents and children, fully involving them in the club's development. Key staff show commitment to their continual professional development and all staff show enthusiasm in their roles. Retention of staff and good relationships are promoted by leaders valuing and making best use of staff's individual skills. Senior managers liaise closely with other settings and early years advisors. This enables them to share best practice and identify aspects of their provision to improve in the future as part of their development plan. This results in improvements to indoor resources that promote children's use of technology together with their physical skills and extends construction activities. Planning systems have changed to provide more opportunities for children to make free choices about their play, making a better balance with activities led by staff. Available training is continually developing both through external trainers and in-house. Recommendations made at previous inspections have been acted upon, leading to improvements in emergency evacuations and recording visitors. Staff provide children with a wide range of good quality and durable resources to support their activities as well as some recycled materials. This promotes sustainability.

Staff develop good partnerships with parents and others supporting the children. Parents share the club's comprehensive policies and procedures, which promote the inclusion of children from all backgrounds. Informative brochures, a website and notice boards tell parents about the club and the types of activities available. Staff seek information about children's individual needs and work closely with local authority agencies involved with the children. This helps promote equality and diversity as staff identify and support children's needs. Parental feedback is positive and staff are friendly and welcoming at handover. Children's key workers share information daily with parents, such as whether children are tired or to discuss their medical needs. Staff seek parents' written consent as required, such as for administering medication and providing emergency medical treatment. This

provides good continuity for the children's care and development.

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

Staff plan a varied range of activities that promote children's development well. Children show enjoyment as they take part in activities. They soon become independent as they move between indoor and outdoor areas and confidently make choices about their activities and the resources to use. Children's key workers support their activities, occasionally grouping them together to talk about how they are enjoying their day and to reassess their needs. Staff greet children by name as they arrive, creating a friendly environment which children respond well to. When children first arrive they quickly engage in the activities available, showing interest in the wide range of resources set out on mats in the hall. As the day progresses staff are quick to respond when they notice a child not engaged, or one who needs extra support, which helps the children feel valued and cared for. Children show they feel secure with staff as they seek their help and enjoy talking with them and involving them in their play. Children are divided into groups and activities are well spread for most of the day. However, when the whole club get together for a short initial activity and for break times, the space allocated is rather cramped and leads to a noisy and rather confusing environment for younger children.

Staff promote equality of opportunity and awareness of diversity, such as when they encourage girls to join in football games and organise activities around different festivals. Children develop new skills as staff play bat and ball with them or teach a group how to play hockey. Children show imagination as they make models and decorate puppets, with staff extending their ideas by offering suggestions. They cooperate with each other and follow instructions carefully as they enthusiastically engage in parachute games led by staff. Children are sorry when time runs out for craft activities and staff show flexibility as they promise time to return to finish their activity later in the day. Staff plan some activities that carry on over the whole week, giving children opportunities to plan and build on their ideas, such as when making puppets and later creating plays or dance routines for them. Children show pleasure in their finished products or newly acquired skills as they show staff and each other what they have made or can do. These activities and attitudes children develop children's future learning skills well.

Children bring their own packed lunches and enjoy discussions with staff about what is healthy to eat and what constitutes an appropriate snack. They have excellent opportunities for active play indoors and outside. Staff organise frequent breaks and check that children have regular drinks. This promotes healthy lifestyles. However, hygiene routines are not always followed to ensure children recognise the importance of washing hands before eating. Children show they love a challenge as they use the excellent adventure playground equipment. They show awareness of risk as they consider how high to climb or whether they can jump

and land safely. Staff are vigilant and give children guidance to help further develop their awareness of risk, such as when they use the tube slide or swing a ball on a string round at speed. This helps children develop good safety awareness and to act safely. Staff manage children's behaviour with consistency, giving them clear instructions and boundaries which children respect. They provide good role models and share their expectations of politeness and kindness with children, who enthusiastically call out the rules of behaviour during group sessions. Children play well together and with staff create an atmosphere that is friendly and fun.

## 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

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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