

# Costons After School and Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	160184
<b>Inspection date</b>	23/09/2011
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<b>Setting address</b>	Coston Primary School, Oldfield Lane South, Greenford, Middlesex, UB6 9JU
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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).

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**

Costons After School and Holiday Playscheme registered in 2008 and is run by Ealing Play Services. It operates within Coston Primary School in Greenford in the London Borough of Ealing. The club is open to children who attend Costons and Edward Betham primary schools. It has the use of an upstairs classroom and has access to the school playground for outdoor play. The after school club operates during school term time from 3pm to 5.45pm. The after school club is registered to provide 21 places for children aged between four and eight years old. There are currently 27 children on roll, of whom one child is in the early years age range. The setting employs three staff, all of whom hold a suitable childcare qualification. In addition to the after school provision, Ealing Play Service has a holiday play scheme registered on the same premises. However, this is currently not operational.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy their time at the after school club. They share good relationships with the staff who have built up a good overall understanding of each child's individual needs and interests, although mealtimes are not effectively organised to promote the development of social skills. Children are provided with a variety of activities to keep them motivated and eager to continue learning, which mostly supports their all-round development. Overall, effective self-evaluation processes ensure the staff team frequently review their practices; ensuring improvements are made to benefit the children. However, the registered body are not aware of the need to notify Ofsted of a change of manager to ensure checks can be carried out to determine the person's suitability for this position.

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

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

- re-organise the mealtime routine to enable children to sit together to develop social skills and good relationships

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

Appropriate recruitment procedures are in place which ensures all adults working with the children are suitably checked. Children's welfare is effectively safeguarded as the staff have a good knowledge of safeguarding and understand the reporting

procedures to follow if they were concerned about a child. Since the last inspection there has been a change of manager. The registered body failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. All of the required documents, such as accident and medication procedures are maintained to support the safe and efficient management of the setting. Staff are deployed appropriately to help ensure children's safety and well-being at all times. Risk assessments are in place for the premises and outdoor areas to ensure any hazards are identified and eliminated.

Children in the early years age group are collected by the staff from their classrooms at the end of the school day and escorted to the club. Their attendance is recorded as they arrive and parents sign their children out in the evening. Parents ring the security buzzer on their arrival and staff accompany the children to the entrance to meet their parent. Due to the security system parents do not regularly go into the club's room. However, they are welcome to visit at any time to see the activities and read the notice board. Parents are invited to spend time with their child during the settling-in time so that relationships develop to ensure good communication. Staff have work in partnership with class teachers and have informal discussions to ensure they are aware of what children are learning during the school day.

The manager's clear vision for the development of the setting demonstrates a commitment to ongoing improvement. The group self-evaluate their provision and review their practices on a regular basis to target areas for development.

The setting is well equipped with a range of safe and suitable furniture and equipment. Staff set out some activities before the club starts in the afternoon and children can also choose to play with other resources. They can access these from the play cupboard. Information about the children's individual needs and interests is included on the registration form and this helps staff develop a good understanding of each child's background and favourite activities. The group have a suitable range of multicultural resources and staff plan various activities to develop children's knowledge of the wider world.

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

The club is welcoming, children arrive happily and eager to play. Children's learning and development is well promoted as the staff create an environment where children have lots of choices, they self-select and lead their own play. They have a good level of interaction with the staff, who offer appropriate support and involvement with their learning. They are interested in what the children have to say, as they talk about their day at school. Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and talking turns. Overall, children are well-behaved and staff respond calmly and sensitively to any difficulties.

The staff team have a good understanding of the Early Years Foundation Stage and plan activities to ensure a broad and balanced curriculum is offered. The club have clear methods for observation and assessment in place. These have not yet been implemented for the children that have started this month, as they have only attended a very few sessions. The club is very aware of the benefits of children having daily outdoor experiences to enable them to run around and 'let off steam' at the end of the day. Children thoroughly enjoy playing in the playground and enjoy various ball games together.

Children's personal and social development is promoted well in the club. Staff have a good awareness of each child's emotional needs and support them in developing their confidence and self-esteem. The club is well resourced and children quickly settle into an activity of their choice. They thoroughly enjoy playing shops and develop their mathematical understanding and skills for the future as they use the cash register and count the money. Children enjoy exploring and experimenting with the pin art games and are intrigued to watch the dimensional images they make. They spend long periods of time with constructional toys, developing their skills as they build intricate models. Children have time to relax and can choose to sit on the cushions in the quiet, cosy corner where they can look at the books or just sit quietly for while.

Children are learning about healthy lifestyles and understand the importance of washing their hands before eating. They are provided with generally healthy and nutritious snacks, such as savoury rice or toast, and can help themselves to a drink of water as required. However, the organisation of snack time does not promote children's social skills, as they eat while still playing and, therefore, do not have the opportunity for social discussions and learn good table manners.

Children's safety is well promoted in the club. Children are reminded of making sure they have enough room to play safely with toys and not to run around while indoors. They take part in regular fire drill practices to ensure they are aware of getting out of the building quickly. Children understand about the importance of ensuring they are escorted to the main entrance to meet their parents at the end of day.

## 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>	3
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>	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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