

MSE Play Club

Inspection report for early years provision

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Inspection date 11/10/2011
Inspector Lynne Kauffman

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Type of setting Childcare - Non-Domestic

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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

The MSE Play Club opened in 2010 and operates from the Sally Castle Building, located within the grounds of Ealdham Primary School In Eltham. The premises comprise two large rooms, which are the main indoor play rooms, together with a smaller room which is used for occasional quiet activities. There is also a kitchen and three separate toilets, each with their own hand washing facilities. The club has access to the school playground for outdoor play. Access to the building is by a secure side gate into the school. The club provides after school care for children who attend Ealdham School and two other local schools. It is registered on the Early Years Register and both parts of the Childcare Register and may care for a maximum of 30 children aged between four and eight years. Five children are in the early years age group and a number of children aged eight to 11 years also attend. The club is open between 3pm and 6:30pm. The club supports children with English as an additional language. There are no children with special educational needs and/or disabilities in the club at present. There are five staff, 3 of which have NVQ level 3, 1 is qualified to NVQ level 2 and another member of staff is undergoing training towards NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

MSE after-school club provides excellent care. Children's well being and safeguarding are given the highest priority by all adults, and as a result children feel happy and safe. Overall provision is high quality, leading to exceptional development in almost all aspects of children's learning through an exciting programme of activities, which enables children to make outstanding progress. The club works in very close partnership with parents and its three partner schools to ensure the needs of all children are met. The leader has an outstanding vision for the school; she has identified the club's strengths and areas for development collaboratively with her team and parents, giving the club an outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide further opportunities for children to develop skills for the future through using information and communication technology

The effectiveness of leadership and management of the early years provision

Policies and procedures for the safeguarding of children are exemplary and vetting of all adults in the setting is rigorous. Regular training for staff ensures that there is a high level of awareness of any potential risks to the children, for example, in the daily transition from the three schools that use the club. High profile risk assessments are checked daily and staff have thorough first aid training. Consequently, children display an excellent awareness of safety issues and understand how to keep themselves safe in a variety of situations.

The club's policy for equality and diversity is highlighted in all activities through a strong mission statement and is clearly reflected in everyday practice. Children of all backgrounds play and work together harmoniously. Club staff ensure that every child gets the opportunity to be involved in all the activities and none are excluded. The club has outstanding links with the three schools that use it. Club activities work in tandem with the work of these schools, ensuring children are happy, included and able to make outstanding progress whatever their background or needs. These strong partnerships also strengthen the club's links with the local community.

Outstanding relationships with the club's host school enable staff to maximise the use of resources. There is also a rigorous sharing of information about all children, especially those whose circumstances make them potentially vulnerable. Strong links with the local authority through its development worker are very productive.. An effective performance review for staff enables individual development to be targeted. For example, staff are working towards higher level National Vocational Qualifications. The staff record of training is impressive and illustrates the club's continuing drive for improvement.

The club has an excellent relationship with parents and carers. Responses to the suggestion box led to an extension of time at no extra cost to the parents and carers. Parent and carers were overwhelmingly positive and made comments such as, 'My child loves the club and gets cross when I pick him up early' and, 'I know the team will never let me down.' The club acts swiftly on the views of parents and carers.

The club runs exceptionally efficiently. It is bright, welcoming and clean and the outstanding resources are of high quality and used very effectively to promote learning. The staff work closely together, for example through being involved in the outstanding self-evaluation procedures. They have a very clear view of the club's strengths and relative weaknesses and prioritise ideas for further improvement. Recording children's progress through outstanding record keeping is a strength of the setting. All health and safety records, including fire drills and relevant incidents are well recorded through clear systems. This attention to detail, clarity of tracking children's progress and regularly reviewing of policies and procedures ensure all requirements for welfare, learning and development are well met and indicate the club's outstanding capacity to sustain continuous

improvement.

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

All children are very happy and settled. They feel exceptionally safe and are able to explain safety rules, for example why they must wear a helmet when riding the cycles. Staff have consistently high expectations and routines are very well established; as a result, children are confident in their surroundings and behave exceptionally well. They form positive and trusting relationships with adults and older children, which is beneficial to their well-being and social development.

Children understand healthy lifestyles extremely well. During snack time, they explained about healthy eating as they chose the fillings and made their own sandwiches. The outdoor space is excellent and children benefit from sharing the extensive collection of toys and equipment. These add to challenge and adventure - testing out children's physical capability and their understanding of sharing and taking turns. Children have an excellent awareness of the need for personal hygiene.

The club's large well organized rooms enable children to explore painting, modeling, role play, construction, reading and puzzles. Much of children's exploration is independent but adults are on hand to offer appropriate support where needed. The range of activities on offer enables all children, including the few who are learning English as an additional language, to make outstanding progress towards the early learning goals, particularly in their social development. Adults are well trained and have an excellent understanding of the learning requirements of the Early Years Foundation Stage. Children's individual assessment profiles are outstanding. The profiles track children's progress through observations and photographs, which helps parents to recognise their child's progress and understand planning for their next steps of learning. The varied activities give children a broad range of experiences across all areas of learning and have an outstanding impact on their self esteem. Before tea, exploration, games and cycling give children the chance to develop skills outside. After tea, the activities are focused on creativity, role play, reading and board games, stimulated by the excellent range of age-appropriate resources. Circle time is very effective. It is used as a welcome activity for new children and gives the children a chance to share their feelings.

Children play on their own and also cooperate effectively in groups. They choose activities for themselves confidently and make a positive contribution to the club. For example they have negotiated a set of club rules. On the whole, children develop a wide range of skills. Communication and problem solving have a high profile in planning for learning. At present there is a lack of computer access so that opportunities for children to develop skills for the future through using information and communication technology are limited.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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