

Fair Play Out Of School Club

Inspection report for early years provision

Unique reference number	EY277677
Inspection date	20/01/2012
Inspector	Alexandra Morgan

Setting address	HWF Conference and Resource Centre, 18a Edison Road, London, N8 8AE
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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

Fair Play Out of School and Breakfast Club was registered in 2003. It operates from a two-storey community centre in the London Borough of Haringey. It is managed by Fair Play Childcare Ltd. Children attend from Coleridge Primary School and have access to two large rooms situated on two floors and a secure outdoor play area. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The breakfast club is open each weekday from 8am to 8.50am and the out of school club from 3.15pm to 6pm, during term time only. The out of school club is also registered to provide care during the school holidays. A maximum of 32 children aged between four and eight years, of whom no more than 32 may be in the early years age group, may attend at any one time. The club also provides care for children aged over eight. There are currently 10 children on roll in the early years age group at the after school club and three at the breakfast club. The club is supporting a number of children learning English as an additional language. There are nine members of staff, of whom seven hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club promotes most aspects of the Early Years Foundation Stage framework requirements in the mainly suitable and inclusive environment. Overall, children are making good progress in their learning and development. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. Mostly, children have good opportunities to develop their independence through a stimulating range of play experiences. Staff have good capacity to evaluate their practice and work towards continuous improvement for the benefit of all children.

What steps need to be taken to improve provision further?

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

- extend children's independence and contribution to the club further by using their developing skills more during the daily routines
- develop further the learning opportunities for children outdoors in order to provide a wider range of activities suitable to meet children's differing learning styles.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the club and staff demonstrate a good understanding of local safeguarding procedures. Recruitment and vetting procedures are sound to ensure that adults caring for children are suitable to work with them. Staff make effective use of detailed risk assessments to support them in checking that the areas used by the children are safe. This means that children are able to move safely and freely around the club. The indoor environment is well organised and accessible, with a range of varied resources. Supported by attentive staff, children make good progress. Staff are knowledgeable about the Early Years Foundation Stage and use it well to support children's individual learning.

Staff promote inclusion well, for example by planning activities that use positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. The staff team provide effective support for children learning English as an additional language. They ensure children are included and involved in the activities offered, by taking into account their individual interests and developmental needs. The skilful staff team helps all children to make progress.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. All recommendations from the previous inspection have been successfully met. The safeguarding policy now includes a clear procedure for dealing with an allegation against a member of staff. The staff team, parents and children all contribute to the club's self-evaluation, which takes account of all aspects of the provision. The views of parents and children are gathered and considered through using questionnaires and consultation.

Partnerships with parents and carers are effective and clear means of communication exist. These positive relationships help staff know and value children's differing backgrounds. Daily discussions, an information board and newsletters keep parents informed. Staff provide parents with an impressive photographic display in the reception area. This means that parents and carers have opportunity to be included in their children's learning. Relationships with other professionals and external agencies involved with the children are established and effective. Staff liaise well with the children's school. For example, daily discussion successfully supports the continuity of children's individual learning and development. These partnerships contribute effectively to supporting children's ongoing welfare.

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

Children explore, play and learn in a safe and secure environment. Children settle well into the routine of the club having arrived straight from school. They are calm

and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Each child has a special person responsible for monitoring their individual progress. These 'key persons' manage this role well. They have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress.

Staff's warm and purposeful interaction nurtures children's emotional well-being. Children choose what they wish to do from the wide range of activities available indoors. However, the range of resources and activities offered outdoors is currently limited. This means it does not cover on a daily basis all required areas of learning. Children enjoy playing with friends and chatting with staff, who praise and encourage good behaviour. Staff apply clear, consistent boundaries and consequently children's behaviour is good. Children have created a display that highlights the importance of mutual rights and respect. Children gain a good knowledge and understanding of the world. They enjoy dressing up in a range of clothes and making a variety of food such as sushi which reflects other cultures. This helps children to learn positive attitudes to diversity and difference.

Children display a strong sense of belonging to the club. For example, they carefully help to tidy away during and at the end of the session, supported by staff. They show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff.

Children's creative development is effectively promoted. For example, they take pleasure in making salt dough 'cakes' and using them in their imaginative games. Children have ample opportunities to write for different purposes and can independently access a wide range of writing resources. This supports children to successfully develop their early writing skills. Animated conversation between staff and children throughout the session successfully enhances their language development. Children enjoy working together to make dens from available resources. This develops their negotiating and problem-solving skills.

Children develop a good knowledge and understanding of how to lead a healthy lifestyle. Through fresh air and exercise, children gain an awareness of the changes that happen to their bodies when they are active. Children have a good understanding of healthy eating. They pour their own drinks at snack time, from suitable sized jugs and make choices from the nutritious snacks provided. However, staff do not capitalize on all opportunities to develop children's independence, such as encouraging them to regularly prepare their own snacks. Children are developing an effective understanding of the importance of personal hygiene. Staff reinforce this by encouraging children to wash their hands before eating and after going to the toilet. The club make regular visits to the park and nearby field. These provide effective opportunities for the children to identify and learn about different features of the local community.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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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