

# Schools Out Club - Balham

Inspection report for early years provision

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**Unique reference number**

508661

**Inspection date**

25/01/2012

**Inspector**

Ray O'Neill

**Setting address**

Balham Community Centre, 91 Bedford Hill, London, SW12  
9HE

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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).

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

Schools Out Club Balham has been registered since 1977. It operates from a community centre in the London suburb of Balham during school term times. A breakfast club operates from 7.30am to 9.00am and an after school club from 3.00pm to 6.30pm. A holiday club operates from 8.00am to 6.30pm during school holiday periods. The club serves the local community and surrounding areas.

The club is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll of whom 15 are in the early years age group. Children attend a variety of sessions. No children receive free early years education funding. The club also provides care for children who are over the age of eight years. The club is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The club employs eight members of staff who all hold appropriate early years qualifications. The Schools Out Club is part of the Balham Community Centre Project, which is managed by board of trustees and is a registered charity. The club is supported by Wandsworth local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly effective and committed staff team use their skills and professionalism to enable children to make excellent progress in their learning and development. The unique needs of the children are promoted exceptionally well and staff are committed to meeting children's learning and welfare needs most of the time. Excellent partnerships with other agencies result in the needs of all children being met and additional support provided if required. The club's engagement with parents is exemplary promoting excellent continuity in children's care. The club is highly reflective, incorporating information and suggestions from children, parents and staff in accurate self-evaluation. This underpins an exceptional capacity to maintain continuous 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:

- improving further children's opportunities to find out about and learn how to use appropriate information technology such as computers.

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

Staff have an excellent understanding of how to protect children and their wellbeing and safety is paramount. All staff are exceptionally well trained in child protection issues and are extremely confident to follow through procedures and refer any concerns. Extensive risk assessments are conducted within the premises, the outdoor area and visits, to eliminate identified hazards to all attending the club. Highly effective evacuation procedures are regularly practised so that all children and staff know what to do in an emergency. Rigorous recruitment and vetting procedures are adhered to, determining the suitability of all adults to work with children. All statutory documentation that supports children's needs and the efficient running of the club are up to date and highly effective.

All staff are highly committed to the ongoing improvements of the club and have established excellent working relationships. Highly productive staff and planning meetings, including children, support an excellent quality of provision. Children access plenty of stimulating resources within the club and staff effectively utilise the local and wider environment to support all areas of learning. This includes regular exercise and sporting opportunities at the local school and organised visits to many locations including seaside resorts and zoos. Staff have an extensive knowledge of children's backgrounds, which enables them to plan with the children, provide inclusive learning opportunities and meet their individual needs extremely well. Staff utilise their own knowledge, backgrounds and partnership networks highly effectively in developing children's excellent understanding of diversity. For example, children are developing exceptionally well in understanding of European languages, festival celebrations around the world and through visits.

A highly comprehensive evaluation of practice occurs for all aspects of the children's welfare and learning, which is regularly monitored and evaluated. The review identifies areas for improvement and the strengths within the club. Support visits from the local authority, staff meetings, parent suggestions and children's views are rigorously evaluated to identify weaknesses. The high motivation of the club's management team in supporting staff's professional training and qualifications also contributes to the overall exceptional capacity to make improvements and provide excellent quality childcare and education.

Partnerships is a key strength of the club. Key persons have a comprehensive understanding of the uniqueness of each child and are aware of how to access highly effective support so that children's needs are successfully promoted. For example, fully embedded information exchange with teachers at the local schools supports the exceptional continuance of welfare and learning needs of children on a daily basis. The importance and value of parent partnerships is very strong throughout the club. Parents comment on how highly effective the key person system and the excellent communication channels are in meeting their children's needs. For example, daily contact, open days, newsletters and the web site. Parents are extremely pleased with the care of their children and feel confident to talk to staff at any time about any concerns.

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

The club uses a highly effective key person system. Staff have an exceptional understanding of the Early Years Foundation Stage, which is reflected in the excellent progress children make. The child-centred environment and the positive effect of staff's skills and enthusiasm encourages children to develop a highly motivated and confident approach to learning. Children actively engage in a broad range of activities, which stimulates their learning and enables them to have fun. For example, children fully engage in games to develop their understanding of French and play fantasy games using small world imagination resources and role-play costumes. Children respond enthusiastically to staff's open questions, discuss their findings, take turns and cooperate with each other.

Children's records show detailed initial discussions with parents about developmental starting points. Highly effective planning, observation and assessment systems set clear goals for each individual child across all areas of learning. Planning between staff and children comprises of a highly reflective balance of adult led and child initiated activities, which effectively promotes children's individual learning patterns, interests and activities. Staff have successfully created an environment, which is rich in signs and symbols, and their inspiring enthusiasm for stories and books has a very positive impact on children's learning. For example, younger children show great interest in books and independently select and often imitate reading behaviour in preparation for their own development in future reading and listening skills. Children are provided with ample resources and opportunities through play to develop their writing skills. Staff maximise the mathematical potential of many activities, for example, asking children to think about the shapes, sizes and number of construction resources used in model making activities. Through the highly effective teaching and learning opportunities, children develop excellent skills for the future. However, opportunities for using computers are limited.

Children are developing an exemplary sense of safety. They learn how to use tools and resources safely and experience safe risk taking when participating in a wide range of well planned, challenging physical activities. Children's well-being and good health is encouraged overall throughout the club. They wash their hands independently after toileting and prior to eating, disposing of paper towels in the bins provided. Children enjoy eating tasty, nutritious snacks, which are prepared fresh each day. Children make exceptional strides in their physical development and enjoy using a rich variety of opportunities to develop their skills in running, jumping and balancing.

Children are extremely well behaved. They share and collaborate with each other in their play exceptionally well, demonstrating valuable skills for their future. Staff are exceptionally good role models to the children, not only offering them praise and encouragement, but also encouraging them to support each other. Consequently, children of all abilities feel highly self-assured and enthusiastically participate in the innovative activities on offer.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	1

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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