

Topmark After School Club Eliot Bank

Inspection report for early years provision

Unique reference number EY432945
Inspection date 02/02/2012
Inspector Pamela Bailey

Setting address Eliot Bank Primary School, Thorpewood Avenue,
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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

Topmark After School Club Eliot Bank is one of two childcare provisions run by Topmark Sports Coaching Limited. It registered in 2011 and operates from a hall situated in Eliot Bank Primary School, located in the London Borough of Lewisham. Children have access to two outdoor play areas. The after school club is open each weekday from 3.15pm to 6pm, during school term times only.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend at any one time, all of whom may be in the early years age range. There are currently six children attending who are within the early years age group. The after school club offers care for children up to 11 years. All children attend Eliot Bank Primary School. A total of five staff work with the children, three of whom hold relevant National Vocational Qualifications at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are adequately promoted in most areas. However, staff are in breach of three specific legal requirements relating to documentation and evacuation practices are not frequent enough. Children's health is promoted effectively and staff create a welcoming environment where children engage in an appropriate range of activities. However, resources that reflect diversity are not easily accessible. Adequate partnerships enable staff to support progression and continuity of children's learning and care. There is a sound commitment to securing continuous improvement, though self-evaluation is not rigorous.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 16/02/2012
- display the certificate of registration (Documentation) (also applies to both parts of the Childcare Register) 16/02/2012
- keep a record of the children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 16/02/2012

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

- improve the organisation of resources in order to promote all aspects of children's learning and development
- improve the frequency of evacuation drills so that all children and staff become familiar with the evacuation routine in the event of an emergency
- develop systems of reflective practice and self-evaluation to identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate sufficient knowledge and understanding of child protection issues. They know what to do if they have a concern about a child in their care. Adequate systems are in place that help to ensure that staff working with children are suitable to do so. Sufficient numbers of staff hold a relevant qualification in early years and have had first aid training. Effective procedures are in place to prevent the spread of infection and promote children's good health. However, a number of the specific legal requirements relating to documentation are not being met. Staff do not display the certificate of registration. Daily records do not reflect the children's hours of attendance and staff do not keep essential records of risk assessments. This demonstrates that not all records are effectively maintained to ensure the efficient management of the setting.

The deployment of resources is appropriate in some areas. There are, for example, appropriate contingency arrangements in place to cover for staff absences. There is a suitable range of toys and equipment for the different ages and abilities of the children. However, many of those that reflect positive images of diversity are not accessible because they are stored in the outdoor shed. Staff have taken some reasonable steps to ensure risks and hazards to children are minimised. Children learn to be safety conscious without being fearful in most areas. There are appropriate procedures in place for the emergency evacuation of the premises. However, opportunities for all staff and children to practise the procedures are not frequent enough. Therefore, not all become familiar with the evacuation routine in the event of an emergency.

Staff foster sound relationships with parents who offer positive feedback about the service provided. Parents receive information about the organisation of the setting and the activities via a parents' pack and newsletters. Parents are encouraged to share information about their child from the start. Those collecting their children receive a friendly welcome and an exchange of information about children's care and well-being. Staff are beginning to build positive partnerships with the school. They also link with other professionals who may be involved with some of the children who require additional support. Staff liaise with teachers in order to help support continuity of learning and the well-being of all children. The manager has started to reflect on the provision and shows a positive attitude to improving the service. For example, she intends to obtain the views of the parents and children

through a children's survey and parent questionnaire that she has recently devised. However, systems are not yet sufficiently robust to ensure that all gaps in provision are recognised and acted on.

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

Children are settled and display a sense of belonging. All children are learning to show respect for one another. Staff encourage them to think about how they should behave and what they should expect from others. The majority of children are polite and generally behave well. Most children understand the rules of the setting and have formed good relationships. Children engage easily in conversations with each other and adults. Staff plan a suitable balance of child-initiated and adult-led activities, both indoors and outdoors. This helps promote a sense of achievement for all children. Systems to support children's learning through observation and assessment are developing. Staff use these assessments, along with information from parents and the school, to provide sufficient activities to help children make steady progress.

Children take part in a varied range of art and craft activities. They are able to express their creativity and explore a variety of different textures. They use recycled materials, for example, to make models and mobiles. They experiment with different types of fabrics for tie-dyeing, sewing and weaving. Children show much enthusiasm for physical play as they learn how to adopt healthy lifestyles. They take part in vigorous exercise during activities such as, football practice, parachute games and learning to hula-hoop. Children are able to cooperate during group games where they have to listen intently and follow instructions. They show increasing confidence as they learn new skills. Children have regular opportunities to take part in specialist activities, such as dance and gymnastics, where they are able to explore movement and music. Outdoors children play basketball and use large scale climbing equipment, which helps to develop their balance and coordination successfully.

Children are developing their independence. The environment is appropriately organised to enable children to make choices and see to their own personal needs. Children have well developed understanding of the importance of good hygiene practices. For example, children explain the need to wash their hands before preparing their tea. Children benefit from a healthy diet, which is nutritionally balanced. They enjoy meals prepared by themselves which they describe as 'yum yum'. They decide when to have a drink of water, which is readily available. Routine activities help children to learn how to handle a variety of tools, such as graters and knives, with care. Most children have a growing awareness of how to keep themselves and others safe. Older or more able children assist younger children to cut up the ingredients for their meal.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) (Certificate of registration). 16/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) (Certificate of registration). 16/02/2012