

# Middle Park After School Club and Holiday Playscheme

Inspection report for early years provision

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| <b>Unique reference number</b> | 509632  |
| <b>Inspection date</b>         | 26/03/2012                                      |
| <b>Inspector</b>               | Shanti Flynn                                    |
| <b>Setting address</b>         | 150 Middle Park Avenue, Eltham, London, SE9 5SD |
| <b>Telephone number</b>        | 0208 850 2638                                   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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**

Middle Park After School Club and Holiday Playscheme has been registered since 1998. It operates from Middle Park Community Centre in Eltham, in the Royal Borough of Greenwich. All children have access to an outdoor play area. The club is open each weekday from 8am to 9am and from 3.15pm to 5.30pm during term time. It is open from 10am to 3pm during some school holidays. A maximum of 61 children aged between four years and eight years may attend the club at any one time, all of whom may be in the early years age group. The club also provides care for children aged over eight years. There are currently 62 children on roll, of whom eight are in the early years age group. Children attend for a variety of sessions. The club employs seven members of staff. Six of the staff, including the manager, hold appropriate qualifications.

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

Overall the quality of the provision is outstanding.

Staff know the children very well and support their development through a wide range of fun and interesting activities. This helps children to make very good progress in their learning. Children's needs are extremely well met through the outstanding care provided. Recommendations made at the last inspection have been fully addressed and self-evaluation and partnership working are excellent. As a result, the club's capacity to maintain continuous improvement is outstanding.

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

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

- reviewing systems so that all parents know who their child's key person is.

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

All staff have a comprehensive understanding of safeguarding issues and are fully aware of the procedures to follow should they have any concerns about a child in their care. There are robust and thorough recruitment and vetting procedures in place, and all staff are suitably vetted. The club maintains comprehensive policies, procedures and records to support the safe and effective management of the provision. These are reviewed regularly by the management committee and shared with all staff and parents. Detailed risk assessments are completed, including those for outings and the journey to and from school. Staff complete further daily checks

which cover all aspects of the learning environment. This helps to identify hazards and minimise the risks to children. For example, staff have identified a broken fence so staff and children know to take extra care until it is mended. The premises are secure and all visitors have to sign in on arrival.

The indoor and outdoor environments are exceptionally well organised and provide an enjoyable and impressive range of activities for all children. Children can choose to play indoors or outside, and resources and equipment are made easily accessible. Consequently, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Staff are effectively deployed so that children are always supervised. Excellent ratios mean that staff have time to get to know the children and maximise opportunities to extend children's learning. The club is inclusive and values all children as individuals.

Excellent partnership working takes place to ensure every child receives a high level of care and support. The club works exceptionally well with the local school to meet the needs of all children effectively. The manager meets frequently with school staff to exchange information. They find out what the children are learning about and plan activities which link well. For example, children played with sand and pyramid shapes in the club to support the school's topic on Egypt. This helps to promote their continuity of care and learning exceedingly well.

The club has a highly positive relationship with parents and carers. Parents are warmly welcomed by staff and clearly feel very comfortable within the setting. The relaxed and friendly way that daily information is exchanged means that children's needs are consistently met. However, not all parents are able to accurately identify their child's key person. Parents expressed very positive views during the inspection. They commented on how much their children enjoy coming to the club and the high quality of care the children received.

The manager has a very clear vision for the setting and demonstrates an inspiring commitment to improving outcomes for all children. The staff work together as an extremely strong team. They meet weekly to share information about the children and look for innovative ways to improve their provision. Highly effective self-evaluation and the use of parent questionnaires help them identify the club's strengths and areas for further development.

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

Children are extremely happy and settled and thoroughly enjoy their time at the club. They come into the club eagerly and choose what they want to play with. Staff plan interesting and challenging activities using their observations of the children's interests and abilities. Children benefit enormously from an exceptionally well-organised environment which offers them a wide range of activities and resources. They particularly enjoy playing with the interactive computer games and

developing their creative skills at the craft table.

There is a balance of adult-led and child-initiated activities that result in children being active and creative learners. Staff know when to join in to support children's learning or to take a step back to let them develop their independence skills. They chat happily to staff while playing, because adults take a genuine interest in what they have to say. This helps to develop their self-esteem and promote their speaking and listening skills.

The arrangements for promoting children's health and physical development are extremely good. Children have daily access to the outdoor area and enjoy having the space to run around and enjoy fresh air. They particularly enjoy playing on the bouncy castle, rope swing and climbing frame. Children are carefully supervised in the outdoor area and successfully develop their balance, co-ordination and physical skills. Good hygiene procedures help to keep the children free from infection. Children independently wash their hands after using the toilet and before eating. The club extensively promotes healthy eating and children are offered nutritious meals including fruit and vegetables. Staff constantly seek innovative ways to promote healthy eating such as making fruit salad and buying a blender to make smoothies. Children have regular opportunities to participate in cooking activities such as making banana muffins.

Children develop an excellent awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, they learn about road safety on their way to and from school. Children take part in regular fire drills and know what to do if they hear the smoke alarm. Children also very confidently use a range of tools and equipment within the setting, such as scissors, sewing materials and craft tools. Staff happily support the children to use these safely.

Behaviour in the club is very good. Children of all backgrounds play extremely well together. Staff act as excellent role models and support children in their negotiation and co-operation skills. As a result, children develop strong bonds with staff and their peers. Staff are committed to promoting equality and diversity and make sure that every child gets the opportunity to be involved in all the activities. The setting is a much-valued provision within the local community. Children learn about the world around them through participation in community activities such as dancing and healthy eating projects. Children are very well supported in developing skills for the future.

## 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

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|--|---|
| <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

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|--|---|
| <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   | 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                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| <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