

# Parish Church Children's Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY100681
<b>Inspection date</b>	17/04/2012
<b>Inspector</b>	Linda du Preez
<b>Setting address</b>	Parish Church School, Warrington Road, Croydon, Surrey, CR0 4BH
<b>Telephone number</b>	020 8688 5844 or 020 8681 2700 (club manger's home)
<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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Parish Church Children's Club has been registered since 2002. It operates from a building in the grounds of Parish Church School in the London borough of Croydon. Children have access to two large halls and a purpose built building including a playroom, a side room and an enclosed outdoor area. The provision is for children who attend the school, which serves the local area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered to care for 16 children from three years to the end of the early years age group, and also 50 children from over five years to under eight years for their out of school club. Older children also attend up to the age of 11 years. There are currently 57 children on roll in the early years age range?. Sessions run before school from 7.45am to 9am, and after school from 3pm to 5.45pm during the term time. They also run during the summer, half term and Easter holidays from 8.30am to 5.30pm. In addition, the setting provides extended day care for 16 children aged three to five years who attend the school nursery. These children are offered care in addition to their maintained nursery education session, with sessions offered between 8.45am and 3.20pm each weekday during term time. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 12 members of staff, seven of whom have relevant qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development overall. Staff have very positive partnerships with parents and the primary school and share information about children's daily routines and experiences. The unique needs of all children are consistently valued as a result of the effective key person system which offers continuity in children's care and learning. Management effectively evaluate the group overall to identify most key areas of weakness to ensure continuous improvement.

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

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

- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) (also applies to both parts of the Childcare Register)

04/05/2012

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

- provide more opportunities for children to learn about healthy practices with regard to hand washing.

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

Staff are fully aware of their responsibilities regarding safeguarding children and of the detailed safeguarding policies that are in place. Staff check that children have a safe and secure environment in which to play by carrying out regular risk assessments. Management carry out robust recruitment and induction procedures to check that staff are suitable to care for children. Most required documents are in place. However, records do not suitably detail children's hours of attendance at the breakfast club or the names of the children's key workers. This is a breach of a legal requirement. There is no impact on children's safety as records detail children's arrival times, but not their departure times and they all leave at the same time to go to school.

The club has successfully addressed all recommendations from the previous inspection and made many additional improvements. For example, children now have access to many new and stimulating resources and an inviting outdoor area. Management incorporates the views of staff, parents and children in plans and developments. The team are committed to driving improvement and tackle key priorities for development, this results in positive outcomes for children. For example, the team identified changes needed in the routine to allow children more opportunity to access free play when they arrive at the club and to make their own choices by self-selecting toys and resources.

All equipment is clean, well organised and suitable for the wide age range of children present. Children are engaged in their play and interact positively, because the staff team are very well deployed throughout the club and they manage the group effectively. Staff members have participated in a wide range of training to develop their knowledge and skills. Consequently, they are able to demonstrate a good understanding of how to plan effectively for learning and development throughout the various types of sessions the club provides.

The staff team have thorough knowledge of children's background information to enable them to meet their individual needs to a high standard. Resources, such as dolls, posters and books reflect people from different backgrounds in a positive way and children learn about a variety of cultures through planned themes and activities.

The staff work very effectively in partnership with class teachers through discussions and sharing relevant information. This ensures positive channels of communication. Furthermore, staff attend meetings and have a very good understanding of the activities and learning children experience school. This promotes continuity in children's care and learning to a high standard. Parents and staff share information about children's experiences at home, school and at the

club. Discussions with parents demonstrate they are very happy with the club and especially the staff. Their comments include 'all the age groups mix well together, it's like a little community and everyone is happy'.

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

At the breakfast club children arrive to a warm welcome from staff and settle to enjoy a healthy breakfast. Children have lots of toys and games to play with and interact positively with one another. They share, take turns and listen to each other's ideas. They often enjoy dance sessions before heading off to start the school day and staff at the school comment on what a positive start children have to their day. During the afternoon session, school staff escort children from their classroom to attend the club. Younger children have a special person responsible for helping them to settle and monitoring their individual progress. The 'key persons' manage their role well and provide continuity in children's care and learning. Children are developing good skills for the future as they have access to computers and interactive whiteboards to play games, which compliment learning at school. Emerging writing skills are encouraged through the availability of pens and paper, and children draw pictures and write letters. Staff display their work creatively around the room and praise them to place value on their contribution. Children have lots of opportunity to participate in games to encourage their mathematical skills such as board games and puzzles. Children are able to express themselves creatively due to the good quality resources available to them. For example, they enjoy making three-dimensional mobiles for the outdoor area to attract butterflies and are very proud to show them to staff and visitors. Children enjoy exploring through imaginative play in the very well-resourced role play area. They develop their independence whilst getting in and out of dressing up clothes. They create roles to act out such as local shopkeepers and family members making each other food and cups of tea and listening to each other's ideas and thoughts.

Children are developing an awareness of a healthy lifestyle, they benefit from healthy breakfast, snack and evening tea. Staff members have completed extensive training in food hygiene and carry out vigilant procedures to keep all food areas clean and safe. Children enjoy regular outdoor activities such as skipping and climbing the purpose built climbing wall, which promotes their physical wellbeing. Furthermore, it allows them to effectively use the environment safely by taking supervised risks when outdoors. Most children know to wash their hands after toileting and prior to eating, however, staff do not have a consistent approach to reinforcing their understanding of the need to do this.

Staff have good knowledge and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. Consequently children have a well developed understanding of responsible behaviour and this creates a very positive atmosphere in which children across the age groups interact in a caring and considerate manner. This has a particularly positive impact on the sense of security for younger children and supports them during times of transition throughout the school and club. The caring staff team

are very positive role models and create an environment in which children feel valued, develop self-confidence and make the most of the many opportunities to learn through play.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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) 23/04/2012

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) 23/04/2012