

# Falconbrook After School Centre and Holiday Playcentre

Inspection report for early years provision

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<b>Inspection date</b>	08/05/2012
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<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**

Falconbrook After School Centre and Holiday Playcentre are run by the London Borough of Wandsworth's Play and Community Services. The club operates from Falcon Brook School, which is located on a large housing estate in Battersea in the London Borough of Wandsworth. Children have access to a large room, kitchen area, toilet facilities and outside playgrounds. During the school holidays the club also has access to additional school rooms.

The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for 32 children from three years to under eight years at any one time. There are currently five children in the early years age range on roll. Older children also attend. The service is used by children from Falcon Brook, Sacred Heart and Christ Church schools. The after school club is open from 3.15pm to 6pm.

The club also runs a holiday club during school holidays from 8am to 6pm. The holiday playscheme is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is registered to care for a total of 180 children from three years to under eight years, of these no more than 30 may be in the early years age group at any one time.

The club employs four members of staff. Of these, three hold appropriate early years qualifications, including the manager who holds a Degree in Early Years. Additional qualified staff are employed for the holiday playscheme.

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

Overall the quality of the provision is good.

Children enjoy learning through play in this welcoming and stimulating club. Staff value children as unique individuals and respect diversity. Overall, the club works well in partnership with other agencies and provisions. The staff team has established very positive relationships with parents. The club takes positive steps to evaluate and improve the provision. The manager and her team are very committed to implementing change. Therefore, the group shows a strong capacity to maintain continuous improvement.

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

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

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression.

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

There is a detailed written safeguarding policy in place which is shared with all staff and parents to keep them informed of the club's responsibilities. Management implement robust recruitment procedures to check that staff are suitable to care for children. Staff carry out risk assessments on a regular basis to check that children have a safe and secure environment in which to play. Staff and children practise emergency evacuation procedures regularly so they understand what to do should the need to evacuate the premises arise. All of the required records and documentation are well organised and updated regularly.

Staff evaluate the service they offer and this is effective in rigorously identifying strengths and areas for improvement. The manager and her team have implemented many positive changes since the last inspection such as improving resources and implementing developmental profiles to enhance children's learning and development. Furthermore, the manager leads by example and her team are motivated and keen to improve the provision. Plans for the future include visits to local areas and events to develop children's understanding of the wider community. The staff team has meetings and discussion with children to consider what they would like to improve. Consequently, they are able to demonstrate a strong commitment to maintain continuous improvement.

The experienced staff team works well together undertaking tasks, preparing meals, planning routines, and maintaining the premises and equipment. Children have many resources to choose from and toys and equipment are in very good condition. Furthermore, resources are very well organised and easily accessible for children, so they are able to develop their independence.

Staff have good knowledge of children's background information to enable them to meet their individual needs consistently well. Positive images and resources around the club help develop children's awareness of a wide variety of cultures and traditions. Furthermore, the team plans a range of engaging activities and topics for children to develop a good understanding of the way other people live.

Overall, staff are committed to working in partnership with other professionals and agencies. For example, staff talk to teachers on a regular basis and share information. However, their approach is not always consistent, which sometimes leads to missed opportunities to share ideas and promote continuity in learning and development.

Partnerships with parents are very well established and parents are complimentary about the care their children receive. Staff have regular discussions with parents and welcome their ideas. The club's policies and procedures, including how to make a complaint, are readily available to all parents. Furthermore, the group

provides quality information on notice boards and a parent information table detailing local provisions and support networks in the community. This helps to ensure everyone is fully conversant with the club's ethos and operational practices. Furthermore, it enables parents to seek additional support in the local area if needed.

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

Children receive a warm, friendly greeting upon arrival at the club, making them feel welcome and valued. Children have a special person responsible for helping them to settle and feel secure. The key persons complete a personal information sheet with parents to share significant information relevant to each child. Key persons then use this information to get to know children, meet their specific needs and to monitor individual development and progress. Consequently, children develop a strong sense of belonging and have a positive attitude towards learning. They join in games, make friends with children of all ages and are very self-confident. For example, they confidently share news about home and talk about their personal experiences positively. Staff support children throughout their time at the club and all children are busy and involved in their own choice of activities. Staff place a great deal of value on what children have to say and demonstrate this by adapting planning to focus on children's interests. For example, children say that they want to make the most of the warm weather and play for a long time outside and the staff team immediately adapts the planned session. Consequently, children feel confident, develop initiative and work well independently as well as collaborating with each other.

Children benefit from access to large, well-resourced outdoor areas with high quality physical equipment. They enjoy climbing, swinging on ropes and using exercise equipment. This enables children to take safe risks while developing their physical skills. Children have a good awareness and understanding of being healthy. They contribute ideas for the menu and enjoy a wide variety of healthy meals, for example fresh fruit, toast, freshly prepared pizza and mini roast dinners. The staff team is fully aware of any individual dietary needs. These are always considered when offering food or prior to undertaking cooking activities. Staff are particularly good at finding alternatives so that all children are able to join in and contribute.

Children benefit from toys and equipment that help them to develop valuable skills for their future. They practise their writing skills and enjoy drawing pictures. Children particularly enjoy supervised access to computers where they develop their skills at problem solving and literacy to complement their learning at school. Children are able to express themselves creatively as staff ensure that suitable resources are available to them, such as paints, pens, collage and resources to create models and constructions. The staff team supports their learning by joining in and encouraging them through praise and compliments. Children make a positive contribution to the club. They help staff to establish rules and benefit from

using a 'thumbs up' chart to promote positive behaviour. Consequently, children have a clear understanding of expected behaviour and relationships across the group are good.

## 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: Met

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