

# Spring Grove Extended Day Care

Inspection report for early years provision

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**Unique reference number** 116239  
**Inspection date** 25/05/2012  
**Inspector** Teresa Kiely

**Setting address** Star Road, Isleworth, Middlesex, TW7 4HB

**Telephone number** 0208 847 6122

**Email**

**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.

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

Spring Grove Extended Day Care was registered in 1993. It is located inside Spring Grove Primary School in Isleworth, Middlesex. The club has the use of a hut, outside play spaces and the school hall. Only children from the school attend the club. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open before and after school during the school term. It operates in the morning from 8am to 8.55am. In the afternoon it is open from 3.20pm to 5.45pm. A maximum number of 24 children, aged four to under eight years, may attend at any one time. There are currently 39 children on roll for the after school club, and 36 children for the breakfast club. The club employs three members of staff who work directly with the children. Two members of staff hold suitable early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The club is not meeting children's needs. It has failed to meet a number of the specific legal requirements of the Early Years Foundation Stage. This means that children's safety, learning and development are poor, although they progress appropriately in learning about healthy lifestyles. Management is ineffective and so improvements are insufficient to target development. Partnership with the school is weak and has a limited impact on learning and development. Suitable partnerships exist with parents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding policy and procedure. This must include the procedure to be followed in the event of an allegation being made against a member of staff. Ensure that all members of staff understand the safeguarding policy and procedures (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register). 19/06/2012
- designate a practitioner to take lead responsibility in the setting for safeguarding children (Safeguarding and promoting children's welfare) 19/06/2012

- keep records of the information used to assess staff suitability to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced Criminal Records Bureau disclosures (Suitable people) 19/06/2012
- implement effective systems to ensure that the individual needs of all children are met (Organisation) 19/06/2012
- plan and provide experiences which are appropriate to each child's stage of development (Organisation). 19/06/2012

To improve the early years provision the registered person should:

- improve the staff's understanding of how they can extend and develop children's language and communication in their play through sensitive observation and appropriate intervention
- develop partnerships to that there is effective communication between the clubs and the school, so children's needs are met
- lead and encourage a culture of reflective practice, self-evaluation and discussion to identify the clubs' strengths and priorities for development that will improve the provision for all children.

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

Management systems are ineffective in safeguarding children. Staff have a poor understanding of many aspects of safeguarding and protecting young children. There are no clearly established management responsibilities for protecting children within the club. Required records are not all available for inspection.

There is limited leadership and management in the club. There is insufficient attention paid to identifying the strengths and weaknesses of the early years provision. The staff team rarely works together to plan and review developments. They react to the daily needs of all the children attending, rather than assessing whether they are effectively meeting the developmental needs of children in the early years age range. As a result, they are unable to identify and target areas to improve outcomes for these children specifically.

The staff do not meet children's individual needs effectively, because of the weaknesses in management and partnerships with the school. Partnerships with parents include satisfactory communications. There are opportunities when parents pick up their children to discuss what they have done during the session. Parents contribute to the club by being on the management committee.

Although there is some attention paid to the interests of young children, resources are uninspiring and dull. When staff take care to think about which activities suit the age group, then the learning improves. However, for most of the time, the adults do not adequately develop children's talking and listening skills. Staff sit with children but rarely listen and talk them to draw out their thinking. Children make decisions about where they will play.

The furniture and resources of the club are not suitable for the developmental needs of young children. They spend too much time in one corner, because older children sometimes dominate spaces that they might choose to use. Children rarely choose to play in the home corner, for example. This restricts their play. Most resources are more suitable for older children. Although there are chairs for all children to relax on, there is limited attention paid to the development of a nurturing environment.

Various members of staff collect the children from their class. There are some opportunities during this handover to share information. However, this time is insufficient to ensure full partnership with effective communications, including sharing of any concerns over children's welfare and learning needs. Although some of the staff work across the breakfast and after school clubs, there is limited passing of information across the three types of provision.

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

The early years provision is poor. The resources are limited and generally unimaginative. Children have access to television, computer games, pens and paper, and other table top activities. Sometimes resources are under used because of their position, close to items that older children want to use nosily. The environment does not encourage young children to talk and play together. Staff rarely engage with children specifically to develop their language skills. When staff plan carefully to meet the interests of the children, the provision improves. It improves when adults take children into the school grounds to play bat and ball, or develop children's creativity through craft activities; however, this does not happen consistently. Staff are aware of young children's needs, but do not effectively use this information to enable them to make adequate progress. Children have a special named member of staff to support them and everyone is aware of this system. It does not work effectively, however, because it does not meet children's needs sufficiently at the end of the school day. It does not enable sharing of information with others who care for children during the day.

Children have little understanding of safety issues because the systems are not fully in place to support their progress here. They are not fully aware of how to stay safe, especially when they are moving into the club. Children make poor progress in their learning and development during their time in the club. There are too few occasions when they are able to play successfully independently. This means that their progress in independence, play and learning is limited.

Children show a suitable understanding of healthy lifestyles. They have an appropriate breakfast, and an appropriate snack at the start of the after school club. Fruit and drink is available to them when they need it. They develop some understanding of exercise when they play together outside.

The club promotes satisfactory behaviour. Young children understand the

expectations of those who work with them, and respond appropriately. Children stay close to their friends with whom they have positive relationships, and some show little self-assurance.

Children make poor progress in developing the skills they will need for their future lives. Staff do not spend enough time encouraging and developing their speaking and listening skills. This means that they are not able to practice the language skills they are learning in school and at home. The resources on offer rarely encourage them to problem solve or motivate them as active learners.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 on the early years section of the report (Arrangements for safeguarding children) 19/06/2012

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 on the early years section of the report (Arrangements for safeguarding children) 19/06/2012