

# St Augustines After School Club

Inspection report for early years provision

---

<b>Unique reference number</b>	118080
<b>Inspection date</b>	21/06/2012
<b>Inspector</b>	Jennifer Devine
<b>Setting address</b>	Hillcrest Road, Ealing, London, W5 2JL
<b>Telephone number</b>	020 8997 2022 or 020 8810 1913
<b>Email</b>	floren@hotmail.co.uk
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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**

St Augustine's After School Club registered in 2001 and is one of two privately owned clubs. It operates from a large playroom in St Augustine's School in the London Borough of Ealing. The children use the toilet facilities within the school and have access to the outdoor play areas.

The after school club is open from 3.30pm to 6pm, Monday to Friday, term time only. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 38 children in the early years age range. The club is also open to children in the later years age group. There are currently 27 children on roll, of whom 8 are in the early years age range. The club employs three members of staff, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time at the after school club. They share good relationships with the staff, who have built up a good understanding of each child's individual needs and interests. Overall, children are provided with a variety of activities and resources to keep them motivated and eager to continue learning after a busy day at school. However, there are fewer resources available for children to experience natural materials or to support technological skills. Overall, effective self-evaluation processes ensure the staff team frequently review their practices. This demonstrates that the group have a good capacity for future improvement.

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

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

- provide a range of natural materials such as sand and water, to enable children to investigate using all of their senses
- provide a range of programmable toys, as well as equipment involving information communication and technology, such as computers.

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

Robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. Children's welfare is effectively safeguarded as the staff have a good knowledge of safeguarding and understand the reporting

procedures to follow if they have concerns about a child.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Risk assessments are in place for the premises and outdoor areas to ensure any hazards are identified and removed. Children in the Early Years Foundation Stage are collected by the staff from their classrooms at the end of the school day and escorted to the club. Children's attendance is recorded as they arrive and parents sign their children out in the evening, recording the time of departure. All of the required documents, such as accident and medication procedures are maintained to support the efficient management of the setting.

The group have completed the process of self-evaluating their provision and review practices on a regular basis to target areas for development. The setting also works closely with the Local Authority to support them with continuous improvements. The staff team support each other well and make good use of training opportunities to increase their knowledge and enhance good practice. The setting is well equipped with a range of safe and suitable furniture and equipment. Staff set out some activities before the club commences in the afternoon. In addition, children can also choose to play with other resources as they can access these from the play cupboard. Information about the children's individual needs and interests is included on the registration form and this helps staff develop a good understanding of each child's background and favourite activities.

Staff plan activities to coincide with different festivals and this helps to reflect positive images of diversity. The club has a special activity scrapbook where children add pieces of their work, which includes topics of the wider world to support their increasing knowledge. Parents are welcomed into the group and are given suitable feedback about how their children have been. The notice board is informative and keeps parents well informed about the club's activities. Staff at the club have good relationships with the school and have daily feedback from the teachers when they collect children from their classrooms. This ensures staff are aware of what the children are learning and helps them to plan similar topics to extend and support their learning.

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

The staff team have a good understanding of the Early Years Foundation Stage, and overall, plan activities to ensure most areas of the curriculum are provided for. Children arrive happily and are eager to play. Staff are welcoming to the children; they interact and offer appropriate support with their learning. They are interested in what the children have to say, as they talk about their day at school. Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and taking turns. Children are well-behaved and staff respond calmly and sensitively to any difficulties.

The club is well resourced and children quickly settle into an activity of their choice. They enjoy many fun, creative activities and displays indicate children have taken part in topics on their families. This supports children's emerging writing development as they draw their individual families and add family names on their

work. Children enjoy taking part in circle time, where there is strong emphasis on learning Spanish. The club is very aware of the benefits of children having daily outdoor experiences to enable them to run around at the end of the day. Children thoroughly enjoy playing in the rose garden, where they take part in skipping games, tennis or other physical activities.

Children are eager to help make play dough and thoroughly enjoy adding and mixing the ingredients together. Although the group occasionally have sand and water play outdoors, there is less emphasis on regularly providing these natural materials indoors to extend creativity further. In addition, there are fewer planned activities to support children's skills for future with the use of computerised resources.

Children are learning about healthy lifestyles and understand the importance of washing their hands before eating. They are provided with generally healthy and nutritious snacks, such as bread with spreads, raw vegetables and fresh fruit, and can help themselves to a drink of water as required.

Children's safety is well promoted in the club. This is supported by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends. Children take part in regular fire evacuation practices which teaches them about the importance of evacuating the setting quickly and calmly. The group have covered topics on safety and had visits from the local police to reinforce safety and learn more about the people in the community.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----