

Schoolfriend Clubs @Tidemill Academy

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Schoolfriend Clubs @ Tidemill Academy registered at the current premises in 2011. The club is one of a number of out-of-school clubs run by Schoolfriend Clubs Limited. It was previously registered at the original Tidemill Academy school site. It is now located in the new school building and has use of a designated area on the first floor and additional sports hall and dance studio facilities. A school playground and rooftop sports pitch are also available for the club's sole use at pre-arranged times. The club is open from 7.45am to 9am and 3pm to 6pm each weekday during term time. In school holidays, the club is open from 8am to 6pm. Places are available to pupils from Tidemill Academy and two local schools. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club may care for a maximum of 30 children aged from three to eight years. Four members of staff work with the children, three of whom hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out-of-school club combines reflective practice with a positive team spirit to effectively meet children's needs and promote positive outcomes for them. Children are safe, feel secure, and enjoy learning about their local area and the world around them. Flexible and constructive adults support the unique needs of all children and their families. However, there are no displays of children's work or of different methods of communication. Every child progresses well in most aspects of their development, given their age, ability and starting points. The club demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide and draw attention to marks, signs and symbols in the environment and what they represent, including those which reflect a variety of cultures, children's home languages and different ways to communicate
- provide a place where work in progress can be kept safely and finished work displayed.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Training for staff in child protection procedures reflects current Local Safeguarding Children Board practice. Children benefit from the good ongoing staff training, resources and equipment that support their play. The layout of the base room provides children with a stimulating environment, where staff use activity areas and play resources to strongly encourage independence. Children set themselves challenges, explore and learn as they move independently between the inside and outside areas. Effective risk assessments and regular checks cover the outside play space and outings. Effective attention to welfare requirements and close supervision by caring adults promote children's well-being. Children know what to do should an emergency arise, as they practise the exit procedure regularly.

Adults work closely together. They meet regularly to review policies and procedures and are well informed, competent and professional. Reflective practice, clear evaluation and focused planning contribute to a dynamic atmosphere. Steps to improve the provision include support given to parents in the adjustment to the new premises and systems. Children's experiences of celebrations sensitively promote their understanding of equality and diversity. Displays include posters of children from a variety of countries, but do not reflect different methods of communication.

Children play safely in an environment where staff are caring. The club uses information from parents to support children's unique learning and development. Planning identifies the next steps in children's learning. There are close partnerships with the local authority, education and specialist professionals who provide good support to include families of children with special educational needs and/or disabilities. Staff's established contacts with other settings and teachers are effectively used to maintain continuity of care and learning. The partnership with parents and carers is flexible and fruitful. Parents praise staff highly for their understanding and caring attitudes. Staff make good use of notice boards and daily contact to inform parents of general developments. Parents share information during daily discussion so staff can meet children's needs and family expectations.

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

Children are animated, happy and show an all-round enthusiasm. They achieve, enjoy and show they feel safe through their active capacity for independent learning. Children are purposeful and well occupied during their play. They use their imaginations as they construct costumes to wear for World Book Day. They are absorbed and focused as they mirror the movements and rhythm of an electronic, street-dance game. Children collaborate in making cakes, puddings and fruit pancakes. They are proud of their achievements and use a camera to record

their designs, although there are no displays of their construction work to help build their self-esteem. Children practise and consolidate pencil skills; they independently draw and colour with paper and pencils that are available throughout the session.

Children rapidly gain confidence by relating to consistent, familiar adults who praise their attempts and achievements. They build relationships with other children as they play, and develop physical control as they balance across the activity equipment. They readily engage adults to join them in their play, responding confidently to questions about their likes and dislikes. Children join each other to play cards or sit together. Adults encourage children to recognise the names of days of the week, play number games and support the development of their language. Children have a rapidly growing knowledge of how things work and effectively practise the skills they will need in the future. They develop knowledge and understanding of the world as they explore keypads or interactive electronic games. They are patient and take turns with resources during their play and at the snack table because adults are good role models. Staff consistently reinforce wanted behaviour, such as sharing and being kind.

Children know how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children, in whole group activities and during one-to-one activities, which are designed to support and focus their play. They solve problems and set themselves challenges. They know that exercise makes their hearts beat strongly as they vault the low wall in the playground. Children establish everyday personal hygiene habits; they wash their hands after messy play and before eating. They demonstrate positive, social skills and care for each other as they sit sociably and chat to each other. Children are well behaved. They contribute to the running of each session by tidying away equipment as part of their daily routine.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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