

# SCL - Club Energy

Inspection report for early years provision

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**Unique reference number** EY349158  
**Inspection date** 24/07/2012  
**Inspector** Hazel Farrant

**Setting address** Loseley Fields Primary School, Green Lane, GODALMING,  
Surrey, GU7 3TB

**Telephone number** 08456 445747

**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.

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## Description of the setting

SCL Club Energy opened in 2007 and is one of 11 registered clubs owned by Soccer Coaching Limited. It operates from the main hall and two classrooms in Loseley Fields Primary School, Godalming, in Surrey. The provision serves the local area and children are able to attend for a variety of sessions. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language. SCL Club Energy is registered on the Early Years Register and cares for a maximum of 50 children at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. There are approximately 150 children from four to 12 years on roll, of these 30 children are in the early years age group. The play scheme runs during school holidays from Monday to Friday. Sessions are from 10.00am to 4.00pm, with wrap-around provision from 8.30am to 5.30pm. Children bring their own packed lunches and snacks. The play scheme is staffed according to numbers attending to ensure it meets the required ratios and most members of staff are suitably qualified. The setting receives support from a mentor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote all aspects of the Early Years Foundation Stage Framework requirements, within the suitable and inclusive environment. As a result, children are making good progress in their learning and development. Overall, children's good health is promoted well. Effective partnerships with parents promote an integrated approach to children's care and learning. Partnerships with other providers of the Early Years Foundation Stage are less secure. Improvements have been made since the last inspection and the setting's appropriate system of self-evaluation is continuing to move the setting forward.

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

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

- develop systems and documentation, in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental progress, learning experiences and current interests
- make fresh drinking water available at all times, in particular regard to the art and craft room.

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

Effective practices and procedures are in place to safeguard children. For example, recruitment, vetting and induction procedures help to promote the suitability of the staff. The staff understand the safeguarding policy and know what they must do if they have any concerns about a child. The setting is securely maintained, with potential hazards identified and minimised through affective risk assessment procedures. Most of the staff are well qualified and they continue to develop their knowledge through their commitment to ongoing training and development. Children are cared for in a warm, welcoming play space which is interesting and motivates children to learn and develop through play. There is a wide range of good quality resources easily accessible to children. Children benefit from a daily routine that provides interesting and engaging activities both inside and outside of the setting. Children learn about equality and diversity through resources, discussion and activities they take part in.

Leadership and management are strong. All records and documents are in place and are informative. Staff gain clear information from parents and carers, which enables children to make good progress from their specific starting points. Partnership working with parents and carers is good and staff nurture purposeful relationships with parents. Information is continually exchanged and shared through the setting's clear communication channels. Effective systems are in place to keep parents up-to-date with their children's progress at the end of the session. Partnerships with other early years settings where the children also attend requires development to promote consistency.

The staff and management are continually developing the service they provide. For example, an in-house audit provides focus on what is being done well and areas for improvement. They also work with local authority advisors to make improvements where necessary. Improvements have been made since the last inspection, which have enhanced care and learning experiences for children. The setting uses an effective system of self-evaluation, which is constantly being updated to reflect current practice in the setting, so that children benefit from improved practice in all areas.

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

The early years staff have a strong understanding of the learning and development requirements. They regularly observe the children's individual learning so that they can challenge and effectively extend children's learning as they play. Children's progress is regularly shared with parents at the end of the session. Children are cared for in a safe, secure and well maintained environment. A quiet area is set up for children who wish to relax, play quietly or sleep. Good health and hygiene policies and procedures are in place to minimise the risk of cross-infection. Children benefit from a healthy lifestyle as they are encouraged to choose healthy

options for snacks and meals. Fresh drinking water is freely accessible in most areas children access. However, opportunities for accessing fresh drinking water in the 'arts and crafts' area which is set away from the main school building, is limited. Good systems are in place so that each child's specific dietary requirements are met. Children access outside play daily to fully promote their health and well-being. Children have varied and stimulating opportunities to access a good range of play materials outdoors, which fully promotes their learning.

Children's awareness of safety issues is also well promoted through discussions, activities and emergency evacuation drills. Children's behaviour is very good; they are fully engaged in purposeful play. They take ownership of the club rules and even remind one another when a rule is broken. For example, listening to a coach when they are speaking to the group. Staff act as good role models and are consistent in following the behaviour management policy. Solving problems and resolving conflicts are encouraged. All of this encourages children to be motivated to learn and develop skills for the future. Children are making good progress in their learning and development. Planning and observation systems provide a range of adult-led and child-initiated play experiences for children. All children are making good progress in their literacy skills. Children are developing their speaking and listening skills well and are supported by their key workers. For example, during group time, children are encouraged to tell each other jokes. Children develop their emergent writing with a variety of resources and have access to a table set up for making marks, which has a range of media to encourage their writing skills. They interact enthusiastically as they play with hand puppets; making up their own stories.

All children have good opportunities to develop physically. They energetically use sports equipment as they play a game of 'cat and mouse' using a large parachute. Children understand that if they lift the parachute too high, the cat will see the mouse. They remind one another to keep the parachute low. Children develop problem solving, numeracy and reasoning skills well as they play with a variety of construction toys. They become aware that numbers are sequential as they count a variety of resources through their play. Themes and topics are chosen to develop children's knowledge and understanding of the world around them, including others' cultures and beliefs. This week, children are developing their own 'Olympic Games' where they will learn about other countries. All children are encouraged to access all toys and resources, regardless of their gender. Children have good opportunities to develop their creative skills. For example, they create their own paper aeroplane to fly and have opportunities to role play and make their own music. Children thoroughly enjoy using the computer and develop skills in all areas of learning while having fun.

## 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	3
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