

Butterfly After School Club

St Martins Community Centre, Abbots Park Road St Martins Estate, LONDON, SW2 3PW

Inspection date

Previous inspection date

08/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children have strong friendships with each other and adults. Older children are very supportive of the younger children and engage playfully with them.
- Staff work closely with parents to support children's well-being. Parents and children have strong and trusting relationships with the two key staff.
- Children's welfare is safeguarded and staff provide children with a healthy diet of snacks and meals.
- Staff are committed to providing children from the community with a secure out-of-school base.

It is not yet good because

- The provider gives limited attention to supporting the professional development needs of staff.
- Links with the schools that children attend are not yet strong enough to provide continuity in children's development. Although children contribute ideas for group activities, they are not involved in reviewing and planning for their own progress and development.
- The presentation of the environment and activities sometimes lack inspiration. The quality and range of open-ended play resources and creative media are not enough to extend and challenge children's play and ability fully.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play both indoors and outdoors and during teatime.

The inspector spoke with the provider and employed staff while they were involved with the children and during this time they shared observations of the outcomes for children. The inspector held a brief meeting with the provider once children had gone home before delivering feedback.
- The inspector checked evidence of staff's suitability, safeguarding procedures and sampled records.
- The inspector spoke with all the children and one parent, taking account of their views.

Inspector

Amanda Tyson

Full Report

Information about the setting

Butterfly After School Club registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register in 2012. The club provides care for school-aged children aged from four to eleven years old before and after school and for specific dates during the school summer holidays. The club is privately owned. It operates from a hall within St Martins Community Centre, which is on the St Martins housing estate in Tulse Hill in the London Borough of Lambeth. The hall has an integral kitchen and direct access to an enclosed outdoor play area. Toilet facilities are located in the main entrance area of the community centre. The club restricts numbers to a total of 24 children on any one day. The club serves the local community. They take and collect children from schools within the immediate vicinity. There are currently eight children on roll under eight, of whom two are within the early years age group. Children aged over eight also attend. The breakfast club and after school club operate weekdays during term time. The breakfast club opens at 7.30am and children are taken to school by staff. The after school club runs between 3.15pm and 6pm. The holiday playscheme opens at 10am and closes at 6pm. Two key staff work with the children, who have the equivalent of National Vocational Qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make arrangements for the supervision of staff by providing training and times for one-to-one discussion to review and improve practice.

To further improve the quality of the early years provision the provider should:

- share children's learning and development needs with their teachers and help children to become aware of their own goals, make plans and review their own progress
- help children to become more deeply involved in activities by providing a wide range of resources that link with children's individual interests, are accessible and open-ended so they can be used, moved and combined in a variety of ways
- introduce children to a wider range of creative media to encourage their creativity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children attend two different schools and are pleased to greet their friends and share news about their day. The club has established links with both schools that children attend. However, while staff and teachers share information about children's well-being, they have yet to secure partnership working to support children's learning needs. This means that staff are not familiar with children's school learning plans and do not help children to review their own progress and set their own goals. Staff and parents do share information about their observations of children's developing interests and ask children for ideas for group activities. Although planning does not necessarily provide for children to access their specific learning needs, activities are play-based and provide a sufficient complement to a typical school day. For example, children have access to outdoor play, they develop imagination through crafts, such as making clay pots and pasta necklaces, and organise their own pretend play. Staff sometimes take children to the library, for instance, to listen to pirate stories, and they have free access to the toy cupboard. However, the club is not equipped with a vast range of play resources, children arrive to an empty room and setting-up for the after school club is sometimes unplanned and rushed. There are not enough open-ended play resources to stimulate children's imagination and ideas and children do not have access to a wide range of creative media. Nonetheless, children happily play with what is available and staff support them in their activities and when they experiment with new ideas. For example, when staff observe children having difficulty using a tape measure, they step in to assist by holding an end and then encourage them to identify the two-digit number. When children make a spontaneous decision to use it as a skipping rope, staff applaud their creative thinking and join in by counting the number of successful jumps. During the school holidays, children enjoy the club's theme-based approach to planning, which they help to decide, for example the Olympics and pirates. Children take part in premises-based activities, such as having their own Olympic games, playing football wearing a blindfold to help them understand about disability, making treasure maps, pirate hats, eye patches and swords.

Staff are familiar with the 2008 Early Years Foundation Stage, but not the reformed 2012 framework. Staff's knowledge and understanding of child development and the general areas of learning is sound. Both the adults caring for the children hold early years' qualifications. One member of staff has experience of, and training to support, children with special educational needs and/or disabilities. They know what children should be doing and have sufficient knowledge to recognise any gaps in achievement, and would immediately alert parents and teachers if they identified any concerns.

The contribution of the early years provision to the well-being of children

Children are cared for in a safe environment. The premises are fitted with a secure entry system, manned by the centre caretaker who asks to see proof of identity from visitors. Staff escort children to the communal toilets, which are cleaned prior to children arriving. This protects children from unvetted adults. Relationships between the younger and older children are really positive. Older children look out for the younger ones and play with

them in ways that adults cannot. For example, when younger children decide they want to play horse racing, older children become the horse by getting down on their hands and knees for children to climb onto their backs. Children behave well overall. Sometimes challenging behaviour begins to emerge with older children but this is quickly diverted by staff, who know what strategies work best for each individual child. Children are all very polite. They welcome visitors and are keen to engage in conversation. Staff collect children from two different infant schools. Although younger children have only been attending for a few weeks they have become firm friends.

The walk to the club from school in the afternoons usually includes a brief stop off at the play-park. This provides children with opportunities to engage in healthy physically active play, such as climbing, working the see-saw and swing. Sometimes they stay longer and enjoy team games, such as rounders, but staff are less keen to be outdoors during the winter. The summer holiday club provides wider opportunities for children to enjoy outdoor play. Children move freely between the indoors and outdoors, for example as they pretend to go shopping, use skipping ropes or play ball games. However, the outdoor play area is not ideal because the ground is extremely muddy. During hand-washing there is a role-reversal amongst the children, with the youngest delightfully setting the good example. Older children sometimes try to by-pass the soap whereas younger children enjoy using the soap dispenser and are quick to remind their older friends. Children drink water and have a fresh fruit snack on arrival. Mealtimes are a sociable occasion whereby children confidently share their news, thoughts and ideas. Children enjoy a hot tea, which a staff member prepares often with help from older children in the kitchen. Children talk about healthy food and know what food and drinks are good for you and what it is not. Children develop safety awareness as they staff show them how to use knives to cut fruit and reinforce road safety rules on the walks to and from school. During the school holidays, children learn how to behave sensibly when on railway platforms. Children know that staff carry a mobile phone on outings and they wear a sash detailing the club telephone number. Children learn about stranger danger and know what to do if they become lost. Children's strong relationship with staff and the way that they confidently express their wishes shows that they feel safe and secure.

Relationships between staff and parents are good. Parents trust the staff and openly share information with them to support children's personal, social and emotional needs and development. There are good administrative systems in place for gathering information about children's personal details and health history, such as the contact details for parents and an emergency carer, dietary needs and allergies.

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

Leaders demonstrate sufficient knowledge and understanding of their safeguarding responsibilities. Staff recruitment and vetting procedures meet requirements. They verify references and qualification certificates and carry out Criminal Records Bureau checks on staff working directly with the children. One fully vetted volunteer helps with the daily school pickups and covers staff absences. Vetting procedures are underway for another

volunteer, who helps in the kitchen. Staff are clear about their responsibility to act on any concerns about children's welfare and what the local area procedures involve. Staff have completed child protection training, albeit this has not been updated within the last three years. The club is covered by public liability insurance. The manager and one employed staff member share key-working responsibilities.

The employed staff work in partnership with the manager, who is also the registered provider. They meet most of the reformed Early Years Foundation Stage requirements, including the learning and development requirements. As a play-based provision, they always prioritise children's personal, social and emotional needs, provide an environment that encourages communication and language, and which supports children's good health. However, there is no formal appraisal system and staff have not attended recent training or local early years briefings. This does not help to support their professional development well.

Self-evaluation is carried out as staff review the effectiveness of each day's activities against children's levels of interest and enjoyment, and what children say they want from the club. Staff demonstrate awareness of their strengths and weaknesses. For example, they know that children are happy and feel secure in their care and say that planning for the holiday club was a success. Immediate priorities for improvement include meeting with teachers to identify how they can best support children's individual learning and development needs within a play-based environment, exploring ideas for obtaining a wider range of play resources within a limited budget, and for liaising with other users of the centre about improving the condition of the outdoor play area ground. Staff express a commitment to attend play-work training and for seeking support from the local authority early years advisors to gain better understanding of the Early Years Foundation Stage requirements. Overall, the club provides a valuable out-of-school care service to local families. Parents highlight the fact that children never want to go home as proof that children enjoy attending. They say that they are delighted with how easily they have settled in and made friends.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445941
Local authority	Lambeth
Inspection number	790955
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24

Number of children on roll	15
Name of provider	Amanda Smith
Date of previous inspection	Not applicable
Telephone number	0208 6749051

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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