

# Schoolfriend Clubs @ Christ the King RCPC

Christ the King School, Tollington Park, LONDON, N4 3QW

<b>Inspection date</b>	10/10/2012
Previous inspection date	29/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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 are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play co-operatively together.
- Children enjoy activities both indoors and outside, which are generally matched to their interests.
- Relationships with the host school are generally sound and the setting has established satisfactory partnerships with parents.
- The required documentation, policies and procedures are in place and generally implemented appropriately.

### It is not yet good because

- Resources are basic and there are too few to further extend children's learning in the different areas of learning. For example, tools and resources to support children's interest in programmable toys and explore things more closely.
- Children's access to some resources is restricted.
- The procedures for assessing risks are not fully implemented.
- There are currently no systems for self-evaluation or to monitor practice and support

staff performance.

## 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 activities both inside and outdoors.  
The inspector looked at documentation, including attendance registers, contracts and written agreements, children's files, risk assessments, policies and planning sheets.
- The inspector held discussions with the manager.

## Inspector

Samantha Smith

## Full Report

### Information about the setting

Schoolfriend Club @ Christ the King RCPC is one of a large chain of out-of-school clubs run by Schoolfriend Clubs Limited. It opened in 2006 and operates from a freestanding prefabricated cabin in the grounds of Christ the King Primary School in the London Borough of Islington. The Club also has use of the main hall and a technology suite. Children have access to an outside play area in the school playground. The after school

club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range. The setting also cares for children aged up to 11 years. Children attend from Christ the King Primary School. The club is open each weekday from 3pm to 6pm term time only. The club employs two staff. The manager holds a suitable level 4 qualification and the other member staff is unqualified.

### **What the setting needs to do to improve further**

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

- improve the educational programmes in all areas of learning to ensure that children are provided with challenging learning experiences to encourage them to make progress and acquire new skills
- develop effective systems for self-evaluation and the supervision of staff including coaching and training to promote effective performance management and continuous improvement.

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

- review the organisation of toys and resources to provide a stimulating play environment and enable to children to make independent and free choices about their play
- further develop procedures for assessing risks to children's safety and review this regularly, paying particular attention to additional furniture being stored in the playroom and the bathroom area.

### **Inspection judgements**

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

Children have a relaxing time at the after school club, where they engage in a range of activities that generally match their interests. Toys and resources are quite basic, although in suitable condition and generally well maintained. The club offers an inclusive and welcoming environment, where children are happy on arrival and content in their play. Although the educational programmes provide children with experiences in each of the areas of learning, those provided do not encourage children to move on in their learning. Children enjoy creative activities such as painting, collage and role play. They have opportunities to build on their computer skills as they enjoy regular visits to the school's

Information and Communication Technology (ICT) suite. However further resources to promote their interest in programmable toys are limited.

Outdoor play features as a regular part of children's daily experiences. Children enjoy the free flow between the indoors and outdoors, where they engage in activities that support their physical development. They practise their ball skills as they engage in small football games, and develop their throwing and catching skills as they take part in group games. They enjoy using hoops as they practise balancing them on their hips. In addition, they enjoy finding out about and looking at nature and living things. However, there are no resources to support their interests and investigations in this.

Planning takes into account the different areas of learning, providing a basic range of activities to support the different areas. Overall, the manager demonstrates a suitable understanding of the Early Years Foundation Stage framework. The required policies and procedures have been updated in line with this. However, they have yet to update the planning and informative on display to reflect the framework. There are systems in place to observe and record children's achievements. However, staff have not yet begun to record these this term. Partnerships with parents are generally sound. Contracts and written agreements are in place and staff generally provide them with appropriate feedback at the end of the day.

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

Children are content and settled and new children receive appropriate support, which helps them to settle smoothly. There is a key person system in place; however, this has not been fully implemented yet this term because the children have recently started at the setting.

There are suitable systems in place to identify hazards within the setting. However, appropriate action is not always taken to reduce these, therefore potentially compromising children's welfare. For example, there are a number of tables currently stored in a potentially hazardous position, within easy reach of children. Children are learning to keep themselves safe through activities and daily routines. They learn about fire safety by practising regular emergency evacuation and they take part in activities that teach them about road safety. Behaviour is good, children show a mutual respect towards each other, and they respond well to requests from staff. Relationships between children of all ages are strong; younger children are relaxed and confidently engage with the older children, who in turn show caring attitude towards them. This promotes a harmonious atmosphere for all and positively promoted equality of opportunity.

Children are free to make choices about their play and toys and resources available are generally suited to their age range. However, limited storage space and restricted access, prevents children from independently selecting further resources. In addition, there are limited resources to support the educational programmes for understanding the world and expressive art and design. Children enjoy a healthy lifestyle through their daily physical experiences and the provision of healthy snacks. Snack time is a friendly, social occasion,

where children sit together and make their own choices from the selection available. Snacks generally consist of a choice of sandwich fillings and a selection of fruit and vegetables and drinks are available. Individual dietary requirements are well known and appropriately catered for. Young children confidently manage their personal care needs, such as washing their hands after using the toilet and before eating snacks. However, at times the bathroom that children use is not appropriately maintained. For example, on the day of the inspection, the toilet area was not kept clean.

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

The setting is adequately led and managed and safeguarding arrangements are suitably robust. The manager holds a relevant level 4 qualification in Childcare. Both she and the other staff member hold relevant qualifications in first aid, food hygiene and safeguarding training, which contributes towards children's safety and well-being. Written policies and procedures are in place, for which staff have a suitable understanding of and use to underpin their practice. The required documentation is in place and generally suitably maintained, with the exception of the attendance register, which is not used consistently to record children's departure times.

The manager is aware of the benefits of self-evaluation and demonstrates that she is keen to start this, however, there is nothing yet in place. As a result, the setting is currently not aware of their strengths nor are they able to target specific areas to improve the experiences for children. In addition, there are currently no systems to seek parents' views about the service. Furthermore, there are no performance management systems in place. The manager has been working at the setting for approximately one year and has yet to receive an appraisal or performance management review. From discussions with the manager she demonstrates that she is aware that she is required to complete an appraisal for the member of staff although she has yet to do this. These limit the settings ability to continually improve the quality of the provision and outcomes for children.

Actions and recommendations from the last inspection have mostly been addressed. For example, the setting now have in place child protection procedures and staff have a suitable understanding of these, which contributed to promoting children's welfare. They setting have introduced formal plans for the delivery of the early years foundation stage and they have developed systems for recording observations and documenting the progress that children are making. Relationships with the host school are generally sound. Staff liaise with key people in the school about concerns relating to the children attending. Therefore ensuring their care needs are consistently met. The setting is at the early stages in liaising with the early years foundation co-ordinator at the school. The staff demonstrate that they are aware of how to use such relationships to support children's early education. However, these are in the early stages, so it is too soon to see impact that these have on children's learning.

### 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
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

<b>Unique reference number</b>	EY343029
<b>Local authority</b>	Islington
<b>Inspection number</b>	815260
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Schoolfriend Clubs Limited
<b>Date of previous inspection</b>	29/06/2010
<b>Telephone number</b>	0870 442 2287

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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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