

ShellyNdee ASC

353 Bromley Road, LONDON, SE6 2RP

Inspection date

Previous inspection date

14/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the club. This is because staff make them feel welcome and encourage friendships between the children.
- Children help staff to make decisions about the running of the group. Staff listen to their views and make changes when they have good ideas.
- Children play with a range of good quality toys and equipment. They choose their own activities to play with.
- Parents are happy with the way the club is organised. They are kept informed of all aspects of their children's care.

It is not yet outstanding because

- Children are unable to relax on comfortable seating when they are tired.
- The organisation of space in the room does not effectively cater for indoor physical play.

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 sampled the provider's regulatory paperwork.
- The inspector discussed procedures with the provider and individual members of staff.
- The inspector talked to children about the activities they like to use at the club.
- The inspector talked to some parents to gain their views.

Inspector

Linda Coccia

Full Report

Information about the setting

The ShellyNdee After School Club registered in 2012. It is a privately owned group. The setting operates from St Johns's Church Hall in Catford SE6. The club has use of an enclosed outside play area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children between the ages of three years and 11 years on roll, of whom four fall within the early years age range. ShellyNdee After School Club is open Monday to Friday from 3.30pm to 6pm during term time and children attend for a variety of sessions. Some children are

members of St John's Church and attend St John's Primary School, others come from primary schools within the local community and surrounding area. The club's staff support children with special educational needs and/or disabilities and those who learn English as an additional language. The provider employs five staff of whom three hold appropriate childcare qualifications at National Vocation Qualification level two or above.

What the setting needs to do to improve further

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

- mark out boundaries for some activities, such as games involving balls, so that children can more easily regulate their own activities
- provide a cosy place where a child can rest quietly if they need to.

Inspection judgements

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

Practitioners have a positive impact on children's learning and progress. This is because they have a secure knowledge of the Early Years Foundation Stage and how to apply it to the children in the early years age range who attend. They effectively take into account the children's learning at other settings and their individual capabilities. This enables them to produce an interesting educational programme which all children enjoy and benefit from. The educational programme caters for all of the areas of learning with emphasis on personal, emotional and social development, communication and language, and physical development. Children are making good progress based on their starting points.

Children enjoy the library area and selecting the books which can help them with other activities. For example, they select a book with a picture of a real dinosaur in order to draw their own representation of it. Children have many opportunities to make choices and decisions about how the club runs. They enjoy talking about the activities with staff, and together, come up with their own ideas for games. The large free play area allows children to engage in a variety of physical activities from football to table football, and dancing and movement to music. Children like to sit on the comfortable foam matting to build using a variety of construction type toys. Children enjoy the craft area and the range of equipment provided. These allow children to engage in simple colouring and crayoning, making posters and items for topics such as Chinese New Year or Diwali. During 'Black History Month' the children researched the backgrounds and racial origins of some members of the group and plotted these on a map. They enjoyed discovering about their

own differences and comparing these with other children, learning that differences are to be embraced.

Children are keen to practise their learning from other settings they attend, such as school. They choose to write and test their mathematical skills. The provider uses the internet to provide work sheets to allow children to practise their skills, but also to help them to develop their reasoning and thinking abilities. The children enjoy the worksheets very much and often complete them at home with their parents, keeping them involved in their child's learning. The provider has high expectations for the children and because of this the children are very competitive. They constantly vie for achievement certificates which staff present for good work and being kind to others. The children demonstrate that they are keen learners who display characteristics of effective learning.

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

Children demonstrate that they feel safe and secure at the club. They are very keen to rush off and play as soon they arrive. Staff use effective care practises to help children feel emotionally secure. They make children feel welcome and understand their individual backgrounds well enough to engage in conversations about them. Children automatically and independently perform a number of tasks as they arrive, such as hanging up their coats, which shows they know the club routines well. They interact very well with the staff and each other as they use activities. Children demonstrate acceptable, caring behaviour towards each other. This is because staff are good role models for the children and are always polite and show caring attitudes towards the children. However, occasionally children get frustrated when their ball games have to be stopped as they interfere with other activities. Staff remove the ball for a few minutes, rather than re-organising the play space to enable all children to play safely together. Staff plan activities to promote cooperation, such as group topics when the children all work together. Overall, the children have a well resourced environment in which to play.

Safety is a high priority for the provider. Staff conduct daily risk assessments of the premises to help ensure that children are kept safe from hazards. Children are regularly involved in talking about and practising the club's emergency evacuation procedures. They help staff evaluate the drill afterwards. This helps children to develop a clear understanding of safety issues. Children are offered a variety of good nutritious foods which promote healthy eating. A daily menu enables the children to choose what they would like to eat. They help prepare food such as Pizzas and sandwiches. Water is readily available at all times. In addition squash or juices are available at meal times. Children engage in lots of physical play activities both indoors and outside. Although due to the dark evenings the children use the outdoor equipment less frequently in the winter. Although there is a quiet book area, there is no soft seating which children can use to relax on and rest following physical play or just because they are tired at the end of a long day at school.

The effectiveness of the leadership and management of the early years

provision

The provider organises the club effectively. She employs an experienced and qualified staff team to care for children. They demonstrate a good understanding of the safeguarding and welfare requirements. They understand how to safeguard children as they talk about and ably practise the variety of procedures they use. For example, staff are vigilant as to who collects children at the end of the session. They are insistent that children are marked in and out, and at what times, on the attendance list. Through the use of good safeguarding procedures staff effectively promote the well-being of children.

The provider demonstrates a good understanding of her responsibilities towards her staff. She has rigorous and robust recruitment and vetting procedures to help ensure all those working with children are suitable. A good induction programme is in place for new staff, and an effective training and development programme, which fosters staffs professional development, is used. Staff feel they are listened to and are able to express their views at regular team meetings. Children benefit from the club's good organisation because staff are proficient at implementing the effective procedures in place.

The provider and the staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage and how children learn. The children in the early years age range receive lots of support for their learning at school. They have help from the staff, and sometimes the older children, to complete their school homework. The staff discuss the children's class topics and progress regularly with teachers at school. Therefore, they are able to plan additional activities to extend and hone children's skills in those areas. This shows that the staff have an accurate understanding of children's abilities and can target any additional needs that arise.

The provider is effective in collecting the views of staff, children and parents and collating them into her development plans. She has evaluated the organisation of the setting and has made improvements to benefit the children. For example, the library area now contains lots more books which the children can refer to as part of other activities. The records of the staff meetings are packed with ideas for improvements which are formulated into short term and long term plans. So far, parents have given their views spontaneously during verbal discussions with staff. These have all been very positive. The provider has prepared a more formal questionnaire for them to consider and has plans to use this next term. The provider works closely with other care and special needs facilities to ensure she meets the needs of each child. She has worked closely with parents to arrange individual aspects of children's care, for example, arranging transport from other venues so that children can attend.

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

Unique reference number	EY440695
Local authority	Lewisham

Inspection number	797914
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	17
Name of provider	Shellyanne Latoya Liselle Dowrich
Date of previous inspection	Not applicable
Telephone number	07895035033

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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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