

St Hilda's (TAPPs)

St. Hildas Church, Courtrai Road, LONDON, SE23 1PL

Inspection date

Previous inspection date

17/11/2012

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 are happy and enjoy their time in the warm friendly environment of the club. They feel safe under the supportive guidance from staff and they develop strong out of school friendships.
- Children become confident talkers because staff encourage clear communication. They listen and interact well with children in their creative play encouraging children to think systematically which helps their problem solving skills.
- Staff have established a good partnership with the schools that children attend to identify children's particular strengths and areas where children need more focus.

It is not yet good because

- Self-evaluation methods are not fully coordinated to provide clear plans for the future.
- Children's activities at times lack focus to develop their ideas and collaborative thinking.
- Opportunities for children to develop self-care skills are not fully developed, for example at snack time.

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 in the children's playroom.
- The inspector discussed the process of the inspection with the manager and also spoke with staff at appropriate times.
- The inspector looked at children's files and records, planning documentation and a selection of policies.
- The inspector took account of the views of parents of early years children who attend.

Inspector

Gillian Cubitt

Full Report

Information about the setting

St Hilda's (TAPPs) is one of two childcare provisions run by an individual provider. The out of school club operates from a community hall in church premises and children have access to an enclosed outdoor play area. It is situated in a residential area of Brockley within the London Borough of Lewisham. The out of school club is open each week day from 7.30am to 8.45am and 2.45pm to 6.30pm at St. Mary Magdalen Primary School.

during term time only. A maximum of 15 children aged from 4 years to under 8 years may attend the out of school club at any one time. There are currently 12 children on roll, two of whom are in the early years age group. The after school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs two staff, both of whom hold relevant Playwork and early years qualifications.

What the setting needs to do to improve further

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

- review the self-evaluation process in order that information can be formed into a clear plan for the future
- develop further children's self-care skills by involving them more in food preparation and serving their own food
- involve children more in setting up of activities and engaging them in sustained shared thinking to further explore their ideas and views.

Inspection judgements

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

Children arrive at the out of school club with enthusiasm. They quickly engross themselves in activities, which have been set out prior to their arrival, with their friends. Children like the friendliness of their small group. They introduce themselves and welcome visitors with confidence. Children respond well to reminders about their different tasks such as clearing tables for snacks and general tidying up of resources. Staff use their knowledge of how children develop and learn, as well as being mindful of the fact that children have been in school all day. As a result, staff enable children to relax and play in their own way. Children occupy themselves generally well by freely selecting activities from the resources available. They role-play with small superhero toys and build castles and other constructions whilst chatting amongst themselves. Children use their imagination when describing what their superheroes can do which shows children's creativity. The variety of books available also allows children to enjoy the world of fantasy whilst relaxing in the comfortable carpeted area. Children who are more active keenly demonstrate their competence using interactive toys such as pinball.

At snack time, children help to clean the tables although staff tend to dish up for children rather than allowing them to prepare food and serve themselves which impacts on their developing independence. Children's communication and language is particularly strong because staff encourage participation from all during snack and meal times. Children enjoy expressing their views on foods they like and dislike and staff explore their reasons, which helps to challenge children's thinking. Consequently, children learn how to explain to their friends their particular likes and dietary needs, such as an allergy to fish. Children and staff go on to discuss children's knowledge of different types of fish and crustaceans.

Children play together well which aids their personal and social skills. They negotiate roles and take votes with regard to group activities, which builds their relationships with others. For example, after voting and agreeing on the activity, children decide to build a car with chairs and start to move the furniture. Staff try to guide children by asking questions to make them think about the design, how many seats they will need and how it can be safely located. Children initially respond but sustained thinking is lost in the general excitement and some children lose interest. Nevertheless, these group activities help children in their confidence of working and playing with others whilst in school.

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

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

There is a commitment to providing a high quality provision for the children at the out of school club. Staff's understanding of how children learn and develop means that the staff are generally successful in meeting the needs of the children in the early years who attend. Staff reflect on how to improve their practice through regular meetings. However, they do not coordinate the self-evaluation methods sufficiently to ensure that everyone concerned with the out of school club has a clear vision of or input into the plans for growth and development.

Staff plan activities that include all areas of learning and they provide children with a broad range of experiences. They successfully liaise with teachers and colleagues from schools, which enables them to focus on children's particular needs who attend the setting. As a result, the personal and social skills and language development for children in the early years are strong.

Children are safe at the out of school club. Staff have a sound knowledge of local safeguarding procedures including how to identify and report concerns they may have about children in their care. Relevant training on practical issues relating to children's welfare further enhances children's overall well-being. Recruitment procedures ensure that staff are the most suitable to care for the children. Staff also benefit from appropriate induction and performance management which supports their continued professional development.

Parents value the warm, friendly approach of staff. They confirm that their children chose this out of school club because they make good friends. Parents therefore value the strong supportive relationships that form and report that their children are more confident and independent. Partnerships with external agencies and other providers of the early years Foundation Stage are in place and appropriate to meet the needs of all children.

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

EY399330

Local authority	Lewisham
Inspection number	724474
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	12
Name of provider	Sharon Roye
Date of previous inspection	Not applicable
Telephone number	07773 661252

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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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