

# MSEPLAY Club

Henwick Primary School, Henwick Road, LONDON, SE9 6NZ

## Inspection date

Previous inspection date

15/01/2013

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 feel secure and develop good self-esteem through positive interaction with staff, as they enjoy a good level of attention, praise and support.
- Children behave very well and display good social skills, mirroring the positive role modelling of staff.
- Robust safety arrangements are in place and children benefit from the advice and instruction they receive to help them learn to keep themselves and others safe.
- Children's language is developing well as staff model good conversational skills. They ask open questions which encourage children to prepare full responses.
- Children display high levels of imagination as they become engrossed in role play games with their friends.

### It is not yet outstanding because

- The presentation of the resources for writing, drawing and crafts does not engage all children's interest as well as possible. As a result, the majority of children do not choose to create artwork during their freely chosen play.
- The use of the playground is dependent on the amount of daylight each afternoon because there are no outdoor lights, so during the winter children's have fewer opportunities to play outside in the fresh air.

## 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 the interaction of staff and children during a full play session.
- Discussion took place with the club manager at appropriate time during the inspection.
- Areas of the premises used by children were inspected, including the kitchen used to prepare snacks.
- Documentation was sampled, include policies relating to safeguarding.

## Inspector

Liz Caluori

## Full Report

### Information about the setting

MSEPLAY Club at Henwick registered in 2012. It is one of three out of school provisions owned and operated, in the local area, by a private company, MSECOM LIMITED. It operates from Henwick Primary School in Eltham, within the Royal Borough of Greenwich in London. The dining hall, kitchen, toilet facilities and playground are the main areas used by children. The club operates from 3pm to 6.30pm during term time. Children attend

from Henwick School and are also collected from two other nearby schools.

The club is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children under eight years on roll including three who are in the early years age group. Children over eight years also attend the club. There are four suitably qualified members of staff who work with the children.

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

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

- improve the organisation of art and craft materials to entice a greater number of children to explore these resources
- explore ways to make the outdoor play area more accessible to children for longer periods during the winter months, in order to provide more activities outside in the fresh air.

### **Inspection judgements**

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

Children enjoy a good range of games and activities that promote all areas of their development well. Staff undertake observations and use information provided by parents and teachers, to plan experiences which offer an appropriate level of challenge for the children attending. Children chat very happily as they play and are developing good conversational skills. They eagerly discuss their school day with staff who skilfully extend their language through use of good questioning techniques.

Staff understand when to intervene to support children and when to allow them the freedom to play uninterrupted. They make themselves available to sit and play board games and support children on a one-to-one basis. During these times, staff promote children's learning constructively, for example by discussing mathematical ideas such as shape and size, so children practise the skills they learn in school. Children use resources such as coloured wooden shapes to create patterns, confidently selecting all those of the same shape and colour.

Children enjoy physical play. Activities such as playing pool and using construction materials successfully help to develop their coordination and hand control. Children have daily use of the school playground to play running games and to use the equipment

provided, during lighter months. However, there is no facility to light the outdoor area and so in winter months when the evenings are dark they are only able to play outside for a very short period. When there is sufficient light children are able to play outside for as long as they wish. As a result, the opportunities for children to engage in physical play are significantly better at some times of the year than others.

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

Children enjoy the friendly, caring atmosphere created through the good humoured banter they exchange with staff. This interaction results in an environment in which children behave very well and develop extremely good social skills. Children attending the club come from three local primary schools and integrate extremely well together as a group. The behaviour rules of the club have been created by the children attending, so are common to all. These are displayed on the wall to act as a reminder if necessary. There is a useful 'key person' system in place which supports children to settle and to understand the routines when they first join the club. This system, along with the positive relationships that they form with staff, helps children to feel secure. Children are given advice to help them learn how to behave in ways which keep themselves and others safe. Most noticeably they receive regular reminders to be careful with the pool cues to ensure that they don't accidentally prod other children.

A good range of resources are available for children to select independently. They enjoy playing with the good quality role play toys, construction materials and the broad selection of board games. The pool table is also a very popular piece of equipment which is in constant use throughout the session. This activity effectively supports children to develop key life skills such as agreeing rules, taking turns and developing good sporting behaviour. Staff provide plentiful resources for writing, drawing, cutting and sticking but these are not presented in a manner which engages the interest of most children. As a result, although children enjoy joining in the creative activities led by staff, few choose to engage in arts and crafts during their free play.

Good arrangements are in place to promote children's health. Staff make sure the environment is clean, paying special attention to the tables used at snack time. Staff also remind children to wash their hands before they sit down to eat, if need be. Children have a choice of cooked snacks, such as rice or toast, as well as fruit each day. Drinks are available at all times. Snack times are very sociable events with lots of animated chatter. Children take an active role in serving food which helps them to develop practical skills which will be valuable to them in later life.

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

The manager and staff team work well together to create a safe, efficient and interesting play environment. They meet regularly to discuss all aspects of the service they provide. They also work together to plan a programme of activities which reflect the needs and

interests of the children attending. The manager monitors staff performance through observation and a clearly established appraisal system. Through ongoing monitoring and evaluation staff successfully identify areas for improvement within the club. For example, with the support of the school premises manager, a number of practical steps have been taken to improve security around the site when the club is running.

Robust arrangements are in place to protect children. Recruitment procedures are rigorous and ensure that staff are suitably qualified and vetted. One member of staff takes lead responsibility for child protection. She has attended training to support her in this role. Clear procedures are in place to deal with any concerns about children's welfare. Staff undertake risk assessments and complete daily health and safety checks. This allows them to identify and address any potential hazards, so children play in safe environments.

Children benefit from the positive relationships in place between the play club staff and their parents. These relationships help them to feel secure and to form trusting relationships themselves with the staff. The information shared by parents enables staff to provide coordinated support that meets children's care needs. Play club staff also speak regularly to the reception teachers of the schools attended by children. This communication helps them to support children's development by providing experiences that complement the care they receive at school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY449655
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	808078
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	MSECOM LIMITED
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 265 1031

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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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