

# Schoolfriend Clubs@Oliver Goldsmith Primary School

Oliver Goldsmith Primary School, Coniston Gardens, LONDON, NW9 0BD

<b>Inspection date</b>	24/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 content and enjoy attending the after-school club. They benefit from and enjoy the positive and friendly relationships that they share with both staff and each other.
- Children enjoy regular physical play, a range of creative experiences and opportunities to play games after their day at school.
- Children are well behaved and staff provide them with clear boundaries and appropriate explanations. Therefore, they are gaining a clear understanding of what is expected of them.
- The required documentation relating to children is in place and suitably maintained.
- The club has established suitable partnerships with parents, whereby contracts and written agreements are in place and information is clearly displayed for parents to see.

### It is not yet good because

- There are very limited resources to support children's understanding of technology.
- Documentation to demonstrate that staff are suitable for their roles is not available for some staff.
- Systems to monitor and evaluate the club are not fully developed and the manager

does not set any key targets to drive improvement.

- The organisation of snack time and the storage of toys do not fully support children in developing their independence skills.
- The club have not established effective links with other practitioners involved with children.

### **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 inside the club.
- The inspector talked to children, the manager and staff.  
The inspector looked at relevant documentation, including children and staff files,
- attendance records, risk assessments, some policies, and procedures displayed on the notice board.

### **Inspector**

Samantha Smith

## Full Report

### Information about the setting

Schoolfriend After school club registered in 2012 and operates from Oliver Goldsmith Primary school in Kingbury in the London Borough of Brent. The club is one of a chain of privately owned out-of-school clubs. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club currently has children in the early years age range on roll. It is open Monday to Friday 8am to 8.45am and 3.30pm to 6pm during school term. Three staff are employed at the club. All hold a relevant early years qualification.

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

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

- ensure records are easily accessible and available for inspection, particularly information about staff qualifications, identity checks and vetting processes that have been completed.

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

- develop further children's self-care skills by offering them more opportunities to use and return resources independently and to pour their own drinks and serve their own food
- further develop systems for self-evaluation to improve the quality of the club by identifying clear targets and priorities for improvement
- develop partnership working and establish effective links with the host school and other practitioners who care for children. Use such links to support children's all round care and learning needs
- improve children's understanding of technology by providing a range of programmable toys, as well as ICT equipment, such as computers.

### Inspection judgements

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

Children are content and settled in their environment, where they engage in activities that generally complement their daily experiences at school. Staff demonstrate that they have a sound understanding of the role in supporting those children still in the early years age range and a key person system is in place. Children have some opportunities to make independent choices about their play and are able to select from the basic range of resources made available. However, they can only access further stored resources with support from staff, which limits children developing independence in making choices about what they wish to play with.

Children have regular opportunities to engage in outdoor play, weather permitting, where they enjoy and engage in physical activities. They have opportunities to be creative through the provision of basic arts and craft resources, such as painting and play dough. Children enjoy playing with the small selection of construction and take great pride in their creations. A range of board games, provide opportunities for children to play and cooperate with each other as they share and take turns. They also enjoy visits from various people in the community, including the fire officer, who talks to them about everyday dangers in the home. However, there are very limited opportunities for children to use technology such as computers, and other programmable toys and tools.

Staff have established suitable partnerships with parents. Staff gather relevant information from parents at the start of their child's placement. Information is then regularly exchanged with parents at the end of each day, keeping parents further updated of their child's time at the setting. Staff have not fully developed links with the host school to offer continuity in children's care and learning.

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

The after school club provides a safe environment, where children feel secure with the relationships that they have established with staff and each other. They happily greet staff on arrival and quickly take off their coats and settle into the activities available. Behaviour is good and relationships between children of all ages overall are good. During activities, children play together pleasantly and generally cooperate with each other, playing board games and sharing construction resources, whilst making their own designs and models. Children receive gentle reminders from staff who provide them with clear explanations about taking turns and being kind to each other, to which they respond appropriately. However, on occasions, younger children are left behind. For example, during snack time when all children are grouped together, younger children are not encouraged to help themselves to the available snacks. This means staff do not use all opportunities to develop children's independence, as staff pour the children's drinks and serve their food. Children are reminded of safety issues at the beginning of each day and they learn fire safety as they take part in regular fire drill practices. This is further reinforced through visits from the fire safety officer, who engages them in role-play activities and games that support them in developing a sense of keeping themselves safe.

Children are developing a positive understanding about healthy living through the daily routines and through the provision of healthy snacks. They independently manage their own care needs, washing their hands appropriately throughout their time at the club. Snacks are suitably healthy and appropriate systems are in place to cater for any individual dietary needs.

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

On the whole the after school club is adequately managed and safeguarding arrangements are sufficiently in place. The main entrance to the club is kept locked and parents are provided with a secure key code to let themselves in. Visitors to the club are required to sign in and out and a daily attendance register provides an accurate record of children's attendance. The company and staff confirm that all qualification certificates have been viewed and Criminal Record Bureau checks have been carried out. However, some staff files are not available, and therefore there are gaps in the documentation to demonstrate the suitability of all staff. This is a breach of a legal requirement. However, the impact on children is limited as there are systems in place to assess staff suitability and all staff have been suitably vetted and are qualified for their roles. The required policies and procedures for safeguarding children are in place and sufficiently understood by staff. They also demonstrate that they have a suitable knowledge and understanding of their roles and responsibilities. Although, still in the early stages, there are systems in place for managing staff performance, including appraisals, supervision and team meetings and manager demonstrates a suitable understanding of her role in this. In addition, the manager demonstrates that she is aware of some of the club's strengths and weaknesses, for example, she has identified the lack of resources in some areas of learning and raised this with the provider. However, monitoring systems are not fully reflective to identify and target specific areas for improvements. Consequently, the settings capacity to continually improve is satisfactory. Overall, staff support children's development appropriately in the club. They have access to a suitable range of activities that meet their needs and complement their learning after their day at school.

Partnerships with parents are generally satisfactory. Contracts and written consents are in place and relevant information about the setting is clearly displayed on the notice board in full view of parents. These include the main policies and procedures, the emergency evacuation plan, the clubs registration and public liability certificate and the weekly menu. The club has developed a suitable understanding with the host school, where by information is promptly exchanged about the upkeep of the premises. However, this does not extend to information being shared about children, which does not effectively support continuity of children's care or learning.

### **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

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY448131
<b>Local authority</b>	Brent
<b>Inspection number</b>	809247
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Schoolfriend Clubs Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	08715267158

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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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