

New Gumboots After School Club

East Dulwich Community Centre, 46-64 Darrell Road, LONDON, SE22 9NL

Inspection date

Previous inspection date

04/02/2013

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

- Staff provide a welcoming learning environment and make good use of space so that children can engage in a broad range of activities.
- Strong relationships between staff and children creates a calm and relaxed atmosphere where children of all ages play together harmoniously.
- Children have good opportunities to join in a variety of physical activities during indoor and outdoor play supports children's health well.
- Staff have established good daily routines that help children feel safe and secure.

It is not yet outstanding because

- Children do not always explore and handle natural objects, to fully support their awareness of nature and mathematical skills.

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

- All details held by Ofsted about the club were checked prior to the inspection.
- The majority of the inspection was spent with staff in the playrooms, observing staff practice and the children they were caring for.
- On-going discussion and joint observation took place with the staff throughout the inspection. Children's information and development records were sampled.
- Procedures for safeguarding children and promoting their welfare were discussed and relevant documents were sampled.
- Parent's views were gathered through discussion during the inspection.
- Discussions took place during the inspection by phone with the provider.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

New Gumboots After School Club has been established since 1995 and registered in 2012 following a re-organisation of the provision to become a limited company. It operates from

East Dulwich Community Centre, in the London borough of Southwark. Children play mainly in a large hall with direct access onto a secure outdoor play area. An additional small hall is available which is used for meal times. The club is open Monday to Friday during term time from 3:30pm to 6.00pm and during various school holidays from 8.00am to 6.00pm. The club runs along side another club run by the provider from Goodrich school. Overall, a team of ten staff are employed who work at both of the clubs, at least half of the staff hold relevant qualifications. At least two staff remain on site with children at all times. Staff currently collect children from Goodrich school and St John and St Clements school and walk to the club after school. There are currently 37 children on roll, of whom five are in the early years age group. The club supports children who have special educational needs and/or disabilities. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- provide a range of natural materials for children to arrange, compare and order and encourage them to describe patterns and observe things closely through a variety of means, including magnifiers and photographs.

Inspection judgements

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

Staff provide a broad range of activities that support all areas of learning. They encourage children to follow their own interests during play. Staff sit with children during and talk to them about what they are doing, showing a genuine interest in children's achievements. They support children's learning well by demonstrating how to use equipment, such as holding the snooker cue appropriately, which then enables children to hit the ball successfully. Staff help children to learn about the rules of the games and encourage all children to play together so that everyone can join in if they wish. Staff keep track of children's progress by making regular observations of them during play. They link their observations to the four themes of the early years foundation stage and share this information with parents and the children's class teachers. Good systems are in place to ensure all children are involved in planning activities and outings, which support their learning needs and interests effectively.

Children are relaxed and settled and keen to learn. They move freely making choices during play. They interact well with each other and staff, holding conversations during

play and meals times. Children enjoy drawing and create representational drawings of people using pens and chalks. They clearly write their names on their pictures. Children develop their literacy skills while relaxing on the large bean bags and looking at books and magazines. They also enjoy stories read by staff. Children use small world resources such as the dolls house sets to play imaginatively and learn about the world. However, they do not always explore and handle natural objects to fully support their awareness of nature and mathematical skills. Children use a variety of puzzles and board games, which enhances their numeracy skills.

Children enjoy indoor physical activities such as playing snooker, table football and table tennis. They play cooperatively with support of staff, for example, while playing round-robin table tennis where they quickly take turns with the bat. They play sports in the outside play area such as football and hockey. Children develop their free creative expression as they choose art and craft materials and use masking tape to make things. Children spend the majority of time participating in free-play activities. They also enjoy adult-led activities such as cooking and all join in group games at the end of the session.

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

Children have good relationships with staff and each other. They show a sense of belonging as they make an effort to greet each other and say goodbye when they leave. All children play well together with older children supporting younger children during play. Children freely approach staff during play, they talk about what they are doing and laugh and joke together. Children learn to behave well and develop their independence skills. For example, they happily explore their surroundings and enjoy their activities. Staff provide a good range of resources for children to choose from, which supports their all round development overall.

Children are developing good self-care skills as they use the bathroom independently and know to wash their hands before meals. They enjoy the foods offered and contribute ideas for the menu. Children are offered a variety of fresh fruit with meals every day which supports their understanding of healthy eating habits. Their individual dietary needs are known and respected. Staff show high regard to supporting children's individual care needs and effectively promote inclusion. Staff liaise with parents and staff to ensure information about children's progress is shared on a regular basis. This ensures that together they can consistently support children and help them make progress in their next stage of learning.

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

Good systems are in place to help safeguard children and promote their welfare. Staff have attended safeguarding training and keep relevant procedures easily accessible. This enables them to take prompt action if they have any concerns about children's welfare. Staff keep accurate records relating to the children attending. They show high regard to

promoting safety through successful implementation of safety procedures. They conduct regular risk assessments and safety checks of the premises prior to use. In addition, staff support children's awareness of safety by reminding them of the safety routines within the setting. Children also participate in regular evacuation drills so that they know what to do in an emergency. Staff provide a well organised and welcoming learning environment, including displays of children's creative work and information for parents.

The club is one of two clubs run by the provider and the staff work as one team with a manager based at each club. Staff show high regard to promoting quality through effective methods of self-evaluation. They have completed the local authority quality assurance scheme relating to all aspects of their service. They also attend regular staff meetings to discuss their service and areas that they plan to improve. Staff are supported through methods of appraisal and have opportunities to attend training courses that extend their knowledge of childcare.

Partnerships are strong between other education settings and the club. Staff share information about children's progress, which helps to promote consistency of care. Parents views are actively sought through the use of questionnaires and staff make time to talk to parents about the events of the day and children's progress. Parents spoken to during the inspection report that they are happy with the quality of care and feel that the staff are very good and their children are happy at the club. Parents receive information through regular news letters along with emails and texts with the provider. Staff work cooperatively together and support children's learning well. They make good use of the short time that children attend after school; as a result children are purposefully engaged in activities that promote their learning and development.

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	EY448281
Local authority	Southwark
Inspection number	806263
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	40
Number of children on roll	37
Name of provider	New Gumboots After School Club
Date of previous inspection	Not applicable
Telephone number	07956 855931

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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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Piccadilly Gate
Store St
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M1 2WD

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