

Mse Play Club

Brooklands School, Medebourne Close, LONDON, SE3 9AB

Inspection date	13/02/2013
Previous inspection date	13/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make clear their expectations for children's behaviour, including how they should care for resources. Children respond positively, behaving well and developing their ability to take turns.
- A key strength is partnerships with other agencies to effectively meet children's needs.
- Staff promote children's personal and social skills well. They are fully aware of the children's individual needs and these are promoted well in the setting.
- Management monitors the setting effectively and encourages all staff to enhance their professional development through ongoing training, which benefits the children.

It is not yet outstanding because

- Routines at the time of inspection did not allow the children long periods to burn off excess energy during outside play.
- Although children gain independence during activities during snack times staff serve the meals and set the tables. As a result, children's all round independence skills are not fully supported.

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 children's play and staff interaction, indoors and out.
- The inspector spoke with staff, parents and the manager.
- The inspector examined documents including a sample of children's records, development plans, staff suitability, policies and procedures and the self-evaluation.

Inspector

Rebecca Hurst

Full Report

Information about the setting

MSE Play Club opened in July 2008. It operates within a self-contained unit in the grounds of Brooklands Primary School. Children have access to an enclosed outdoor area and also to the school hall. The after school club is open from 3.20pm to 6.20pm. There is extra provision during the school holidays, which is open from Monday to Fridays between 8:15am to 6:15pm. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll and of these five children are in the early years age range. There are currently four members of staff working with the children all of whom are qualified. One member of staff is working towards her level three and the manager is Early Years Practitioner status

qualified.

What the setting needs to do to improve further

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

- increase children's independence skills further by looking at ways they can serve themselves and pour their own drinks at snack time
- look at how routines are organised to increase the time for children to enjoy energetic play.

Inspection judgements

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

Children are happy and settled and have their individual needs met by caring staff. Children in the early years age range each have their own key worker that knows them very well. They have built excellent relationships with their key children and know each of their next steps of development well. Staff use the information from the teachers to inform their planning to progress the children further with their learning and development. Planning also incorporates children's individual next steps of development. This enables each child to progress at their own rate and they are all making good progress from their starting points.

Staff take time to talk to the parents to find out what they are doing at home to further support children during their time at the setting. This provides continuity of care for the children. Staff also work well with other agencies to compile care plans for children that need extra support. This further supports children's individual needs and provides a cohesive approach to their learning.

Children enjoy using the computer and gaining new skills in moving the mouse around and using certain keys on the key board to move the cars around on the screen. Staff have taught the younger children to be empowered to explain to the older children about turn taking and not to take over the games. Children show their pride in moving the car around and staff praise them well. This builds their confidence.

Staff understand that children still require resources such as role play materials including kitchen's and utensils. Children enjoy playing shops and talk to the staff about what they are buying from the shops to cook. Staff encourage the children to talk and explain what

they are doing which enhances their vocabulary skills.

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

Staff have a good understanding of behaviour management and all are consistent in their approach with the children. Staff are highly skilled in supporting younger children and encourage them in building up their confidence. Younger children have their self-esteem and confidence nurtured by the staff through the good use of praise and support. All children behave and work very well together.

Children have access to an enclosed area that they can use at any time. Children enjoy playing football and exploring the wooded areas. However, at the time of the inspection routines only allowed children out for short periods not allowing children to burn off excess energy. As part of the self-evaluation the managers are currently working on improving the outside area. Children learn about exercise and healthy lifestyles through informal discussion over snack times. Staff ask the children what they would like for snack out of a couple of choices, giving them independence and meeting their needs. However, currently staff serve the majority of the meals and drinks. As a result, children's independence skills are not fully nurtured.

Resources are of a good quality and are laid out to allow the children to select for themselves. They are labelled to allow the children to learn early word recognition. Staff are aware of the toys that children enjoy and use these to support and enhance their learning and development. Staff support the children well in learning how to keep themselves safe. They participate in regular fire drills that allow them to understand what to do in an event of an emergency. Staff also gently reminds the children how to move safely when they are in the rooms. Staff work well with the children to help them to settle in when they first start. They find out their likes and dislikes and use these to plan activities to meet their individual needs.

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

Staff have secure knowledge and understanding of safeguarding and child protection. The managers have a secure regard to the safeguarding and welfare requirements as well as the learning and development requirements. When children are collected from school they wear high visibility vests so they can be seen walking along the road. This allows them to be kept safe on the school run. Staff are fully aware of who to report any concerns to and have a comprehensive knowledge of the settings' policies and procedures. This allows them to keep the children safe. Robust systems are in place for staff recruitment. Detailed staff checks take place so managers can check the suitability of staff working with the children.

The setting's self-evaluation is good and they regular monitor what they do and can clearly highlight the settings key strengths and the areas they are currently working on.

Staff work together and gather the views of both the children and parents to shape the services they provide. Staff feed back to the parents the changes they have made from their suggestions so they are kept informed and know their views are being listened too. In discussion parents are very happy with the care and support the staff give the children and appreciate the care that is given to their children.

The managers evaluate the education programme well and have excellent partnerships with the teachers of the children. They find out what the children are learning for the term and this is then used to shape the planning. Staff also work well with other agencies that care for the children and attend regular meetings so they can meet the children's individual needs. Each member of staff has regular appraisals to assess their training needs and professional development. Currently one member of staff is undertaking training to obtain her level three and others have attended training for the changes to the Early Years Foundation Stage. This benefits the children as staff keep up-to-date on what activities they carry out with the children to enhance 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	EY377226
Local authority	Greenwich
Inspection number	838174
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	28
Name of provider	Msecom Limited
Date of previous inspection	13/01/2009
Telephone number	0208 8528210

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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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