

Caring and Sharing After School Club

Ted Ray Scouts Hall, 123/127 Springbank Road, London, SE13 6SS

Inspection date	27/02/2013
Previous inspection date	12/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
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

- The leader and her staff supervise children well in the club, which helps children to feel secure and confident in mixing with older children in a large group.
- Staff are sensitive to the needs of younger children within the group and adjust the routine accordingly. For example staff ensure that younger children before older children to keep up their energy levels after a day at school.
- Staff support children to behave respectfully towards staff and each other. As a result younger children are following the example of staff and older children and behave well.

It is not yet good because

- Staff do not plan enough time or resources for children to have enough exercise and fresh air while they are on the club premises.
- Staff do not offer activities and an environment that fully complement what children do at school and they do not always seek children's input on daily planning.

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 children at meal time and during activities.
- The inspector spoke to newly recruited staff and the manager.
- The inspector sampled documentation on a range of procedures.

Inspector

Denise Aitken

Full Report

Information about the setting

Caring and Sharing After School Club registered in 2005. It is based in a community scout hall, along a main road in Hither Green, Lewisham. The setting cares for children aged four to 11 years, there are currently three children on roll in the early years age range. Care is provided after school during term time. The Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from three local schools and are escorted by foot or by car to the setting. The setting consists of a main hall, storage room, kitchen and separate boys, girls and staff toilets. Three childcare staff and a manager work with the children, all have 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:

- provide children with daily opportunities for physical play, which is appropriate for their stage of development, for example, through small group games involving target throwing, balancing and catching using bean bags, cones balls and hoops.

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

- enhance planning for children's play, to provide activities that complement what they have been doing at school and that respond to their own interests. For example, let children choose which story to read at group story time so that these are age appropriate and engaging.

Inspection judgements

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

Overall the activities set up by staff meet the needs of the range of children attending on the day of inspection. Staff set out games on tables that offer different levels of challenge to different children. Staff have set up a craft activity to make presents for a celebration while children develop their creative skills. Children have access to a computer corner with a range of programmes to develop their understanding of simple technology. Children are able to use a quiet homework area and there is a reading area where children can be quiet when they choose to. However, there are limited activities and games planned for children to move in different ways to develop their physical skills. This means that some children do not have opportunities for physical exercise after school. In addition, staff do not plan activities that fully complement and extend what children have done at school. Staff do not always seek children's views on things that they would like to do or which toys and equipment they would like to use. As a result, staff do not use all play sessions to support what children have done at school and activities do not always completely engage children's interests. For example, during group story time children are not always interested in the book that staff choose. It is not completely focussed on their age group and does not engage them.

Generally, staff understand how children develop and learn in the early years age range and plan activities accordingly. Children sit together at different times during the session which helps them to talk to one another at their own level. They are able to share things they have in common. Younger children have a quiet space in the large hall which is

carefully arranged with books and equipment to appeal to their age group. Children are able to take time away from the crowd and recoup after a long day at school without being disturbed. Staff encourage children to access a range of experiences and equipment. There are rotas in place to ensure that all children get to go on popular equipment like the computer. As a result younger children get the support they need to access the range of activities on offer. Children in the early years age range appear confident to participate in different activities. They use computer programmes which are fun and educational. They choose to spend some time in the quiet space playing with an alphabet game. Others look at all the activity tables and settle to make paper flowers for Mother's Day.

Children are treated as individuals in the club. In general they can make their likes and dislikes known because staff are open, friendly and approachable. There are some simple systems in place to record information about children's well-being while they attend the club. This information is shared with parents and staff tell parents about things that their children have done in the club. In addition, there is a suitable key person in place for each younger child and this person speaks to parents about aspects of their child's learning and development.

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

Overall the club caters for the well-being of children in the early years age range in a number of positive ways. Staff understand and respond to children's needs appropriately, for example this group of children are served their tea before the others. This enables the younger children to quickly replenish their energy levels in order to join in with the large group. This arrangement also enables them to have more time to eat and drink enough food, meeting their nutritional needs. As they sit together the children talk about their day and this helps them to build relationships with children from other schools. As a result young children show that they are developing appropriate social skills according to their age.

Children show that they feel safe in the Club because staff provide are deployed well and supervise children well. An adult leads the group activity, while other staff walk around and help children to remain occupied. Children are well behaved because staff are clear about what is expected of them and they promote respectful behaviour. Consequently, younger children learn from positive role models and develop good behaviour habits.

The manager and her team have planned meal times and activities so that children can be independent. Tea-time is self service so that children help themselves to food. Children choose what they want to do from the activities on offer and they can also adopt projects which they work on daily. For example one child chooses to work on their knitting. In this way younger children make their own decisions and show that they are developing self confidence. However, children do not have much time to exercise their bodies outside during their time at the club. As a result they are not learning well about the effects of exercise on their bodies.

Overall staff use a number of procedures to make the club safe for all children. Staff promote satisfactory hygiene practises by ensuring that children wash their hands before eating. The manager has conducted a risk assessment of the club premises and staff carry out daily health and safety checks. These procedures are important because a number of organisations share the building for different purposes. There are also suitable risk assessments for journeys from the neighbouring schools to the club which promote children's safety and well-being.

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

The manager has a sound understanding of her responsibilities to safeguard children. There is safeguarding policy and procedure in place so that staff can follow this in the event of any concerns. New staff recruited to the club have undergone suitable person checks by the manager. All staff undergo enhanced criminal records bureau checks. Overall the manager demonstrates her knowledge of the welfare requirements of the Early Years Foundation Stage and there are a number of procedures in place that suitably support young children's personal, social and emotional development.

The manager has some knowledge of the learning and development requirements of the Early Years Foundation Stage as it relates to the club. The manager has recently recruited a new staff member who is experienced in working with children in the early year's age range and has established a key person system for these children. However, currently, while overall activities meet children's needs, planning for children's physical movement does not completely support children's developing physical skills.

The manager uses basic management systems to plan the programme of activities and observe the well-being of children. However because these systems do not include a simple assessment of children's progress in the prime areas of learning there are gaps in the planning for these children. For example, there are not yet enough planned activities to promote children's robust physical development.

Partnerships with parents appear friendly and the manager makes herself available to them for discussion and to share information relevant to their children. There are basic information leaflets for parents, and staff use portable displays to share information about the Club policies, procedures and activities. The manager has a positive approach to working in partnerships with schools and local groups. Staff have made a recent partnership with the local library. This means that children get to visit as a group and staff support them to use library facilities.

The manager and staff carry out some self-evaluation. As yet there is no formal evaluation of provision specific to children in the early year's age range but the manager has identified areas for improvement that are likely to benefit children's achievements. The manager demonstrates that she has a positive attitude to making improvements overall and has responded to previous recommendations made.

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	EY302421
Local authority	Lewisham
Inspection number	812859
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	31
Name of provider	Fredrica Elliott and Carol Lauder
Date of previous inspection	12/05/2009
Telephone number	07983 065591

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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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