

# Grass Roots Play Summerside

Summerside Primary School, Crossway, LONDON, N12 0QU

## Inspection date

Previous inspection date

04/03/2013

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 promote an inclusive environment where children's individual backgrounds are respected and valued.
- Staff are committed to continuous improvement and with the support of the registered person they are making a valuable contribution to systems for evaluating the service.
- Effective partnerships with the school help to promote good communication.
- Partnerships are in place with parents to provide children with continuity of care and learning.

### It is not yet outstanding because

- Staff record some key words in children's home languages; however, there is less emphasis on providing opportunities for children to use their home language within their play and learning.
- There is not currently a well developed area for children to relax and play quietly, or look at books.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 participating in activities and the interaction between staff and children.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.
- The inspector held discussions and carried out a joint observation with the provider.
- The inspector reviewed a sample of children's progress records.
- The inspector talked with parents to gain their views about the provision.

## Inspector

Catherine Greene

## Full Report

### Information about the setting

Grass Roots Play Summerside registered in 2012 and is one of six after school settings run by a private partnership. The setting operates from a school hall within Summerside Primary School in Finchley in the London Borough of Barnet. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The after school setting is open each weekday from 3.15pm to 6pm during school term time. There are 11 children on roll with five children in the early years age range. Children have access to a playground and playing field.

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

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

- further support children who speak English as an additional language to see visual references to their home language and incorporate this within their play and learning
- further support children to explore books in a cosy place in the main play area where children can rest, and relax after the school day.

### Inspection judgements

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

Children arrive enthusiastically and settle quickly because of the good variety of resources prepared and planned by staff. Children have key persons who work closely with them and their parents. This means that staff are aware of younger children's needs and are closely observing their play alongside the older children.

The learning environment provides plenty of activities for children to explore and have fun. Staff work closely with the early years teachers in the school to share information to plan for children's needs. They provide good continuity for children attending the after school club. Staff use registration forms to record children's interests and refer back to any developmental records provided by parents or the school to support each child. The after school club's focus is particularly on enhancing children's personal, social and emotional development. This supports them to behave well, be confident and to work effectively as part of a group.

Staff have good knowledge and understanding of the learning requirements of the Early

Years Foundation Stage and how to implement these effectively within the after school club. Children enjoy a range of activities to engage their interests including table top games, bar football and creative activities. The outdoor play area is used in all weathers as a valuable learning resource.

Parents appreciate the positive relationships established between staff, children and parents. This helps children to develop in confidence as they learn new routines. Children quickly become able to make independent choices. They are active learners who are eager to join in and concentrate on their chosen task. They enjoy creating colourful shapes with colourful beads and take time working, intricately creating their own patterns and designs. They have great fun in the playground playing running and team games such as 'you're it'. Staff share their sense of fun by joining in. Children have plenty of opportunities for physical development. They enjoy team games such as football that they can also play indoors with foam balls. This means that they are able to develop their physical skills, while learning how to play as a team with their friends.

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

Children arrive happily after school and quickly find something to interest them in the friendly and relaxed atmosphere. On arrival, children sit as a group around the table and talk together with staff while they eat their snack provided by parents. Drinking water is available throughout the session for children to help themselves. Children know that their hands have to be washed before eating and understand why it is important to wash their hands. During the circle time children discuss confidently their news and events. They are confident to speak in a large group and share their ideas.

Staff set resources out on tables and on rugs on the floor so that all children can reach them. However, some areas to suit the needs of the younger children are not so well organised. Children playing quietly sitting on a rug to build with construction are interrupted because other children are also playing indoor football in the same area. Staff have not provided a quiet book corner where children can rest and comfortably and have some quiet time at the end of a busy school day.

Children are able to form attachments with their key person and develop a good sense of security and emotional well-being. Staff are good role models and skilled at supporting children's play, which adds to children's enjoyment. Children's behaviour is mostly positive. They know how to cooperate and take turns as they play. At times when children struggle to cooperate, staff manage conflict and heightened emotions effectively. Staff explain clearly to children why their behaviour is unacceptable and use strategies in order to teach them how to manage their feelings and to understand appropriate behaviour in groups. Children help decide the rules for the setting and generally know what is expected of them. This system is planned to give children a sense of ownership and responsibility as well as increasing their confidence and self-esteem.

Staff are aware of children's home languages and cultures, using a range of strategies to support children's communication. However, opportunities for children to see their home

languages displayed in the setting and to integrate this into play are not so well developed.

Staff effectively plan for children's safety. Staff use detailed risk assessments of the building, equipment and grounds to effectively identify and minimise any obvious safety hazards. Children learn how to keep themselves safe by taking part in routine emergency evacuation drills and are familiar with the school procedures. Staff respond to any comments or concerns parents might have and include children in the discussions about safe practices. One of the club's prime objectives is promoting health and physical activity in children. They work well with parents to do this. Parents are advised to provide their children with a healthy snack for after school with guidance about how this can be stored safely as the setting does not have the use of a fridge

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

All staff have a good working knowledge of the policies and procedures for the setting. There are effective performance management systems in place to encourage continual professional development. The provider follows robust recruitment procedures with a strong commitment to make sure that staff attend regular child protection training. Staff have suitability checks carried out before working with children. Staff take an active role in team meetings in order to reflect on practice and promote discussion about areas for improvement.

The club use thorough self-evaluation systems to highlight areas of good practice and those areas to develop. Staff gain children's views about the provision to give them a voice about the activities that they are interested in. Plans for the future include devising a system to record all information on a website so that parents can have easy access to updates and new initiatives. The club use email and newsletters to keep parents up to date with relevant information about the setting and its organisation.

Staff talk to parents each day to keep them informed about how their child has spent their time at the setting. The children's development records are also available for parents to see. During the inspection, parents commented that their children look forward to attending this after school setting. They also appreciate the flexibility and extra hours this gives them at work. Parents stated that their children feel secure and get on well with the staff.

### **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 action. 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>	EY453495
<b>Local authority</b>	Barnet
<b>Inspection number</b>	882857
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Grass Roots Play
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07836595794

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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, which are usually the childminder's 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  
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