

Schoolfriend Clubs @ Hurst Primary School

Dorchester Avenue, Bexley, Kent, DA5 3AJ

Inspection date	12/03/2013
Previous inspection date	21/01/2009

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

- Children thoroughly enjoy their time at the after school club and benefit from a good range of activities that support their learning while also enabling them to have fun.
- Children develop good communication and language skills because staff interact effectively with them as they play.
- Children behave well because staff use good methods to help them learn right from wrong.
- Strong partnerships with parents mean staff have good details about the children and meet their individual needs well.

It is not yet outstanding because

- systems are not fully in place with the children's teachers to share information about each child's developmental needs to enable staff to extend learning opportunities within the after school club
- children do not have consistent access to a cosy area where they can rest quietly if tired and read books if they want to and they are unable to make choices about the food they eat or pour their own drinks to gain independence.

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 made observations of the children while they were playing inside and outdoors.
- The inspector held discussions with the children.
- The inspector talked to the staff and manager.
- The inspector sampled policies, procedures and children's observations and records.
- The inspector invited the manager to carry out a joint observation.

Inspector

Sarah Morfett

Full Report

Information about the setting

Schoolfriend Clubs @ Hurst Primary School registered in 2004 and provides out-of-school care. It operates from Hurst Primary School in Bexley, Kent and serves children from the school. It operates from the hall and uses a secure outside play area. There are currently 90 children on roll; of these, 55 children are aged from four to under eight years. The club is open each weekday during term time from 7.45am to 9am and 3.15pm to 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs four staff. Of these, one holds a National Vocational Qualification (NVQ) in playwork at level 3, one holds an NVQ in childcare at level 3, and one member of staff holds a Community Sports Leadership Award and BTEC Award in Sport and Exercise Sciences.

What the setting needs to do to improve further

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

- consider ways to further promote children's good health and self-care skills; for example, by involving them in the choice and serving of food and drinks for snack time, and by providing an area where children can rest when they are tired or read books

- strengthen communication with children's teachers to gain more information about each child's learning and development so this can be extended within the after school club.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how activities can support children's learning and development. They realise children have had a challenging day and their aim is to provide activities that enable the children to have fun and relax. Staff achieve this because they have a good knowledge of the children in their care. This means they can plan activities that they know children enjoy. However, effective links with children's teachers are not always in place. As a result, the activities do not always fully complement the most relevant areas of learning and development for children. However, because of the staff's well-developed relationships with the children, the range of activities they provide meets their needs well.

Children are familiar with the routines and confidently move about the club. They arrive eager to play, look around to see what is available, quickly make a choice and settle down to play. Children benefit from good interaction with staff who use a suitable range of teaching methods to extend their learning experiences. They chat with the children about what they have done through the day. They ask effective open questions making children think for themselves. Staff make sure all children can join in with all activities; for example as they support the younger children to use scissors. They encourage the children to draw round their hands, decorate their drawings and cut them out. This means children gain good hand control skills that benefits their emerging writing skills.

Children gain a good understanding of the wider world as they take part in many different celebrations from around the world. They are currently celebrating Commonwealth week. The children are making hand shapes to join together to represent friendships from around the world. They concentrate for significant periods creating their designs and receive lots of praise for their efforts. The staff put children's art work on display so they feel valued and are proud to see what they have done on the wall.

Children thoroughly enjoy the range of activities available. They can choose to play outside taking part in a game of football or climbing and balancing on the apparatus in the playground. This helps them to let off steam after school and strengthen their physical skills. Children benefit from a good range of adult-led and child-initiated play. They enjoy group games, for example playing parachute games like cat and mouse. They learn good turn-taking skills and listen to instructions well. For example, all children who are in reception class run under the parachute when they are called. The effective range of activities provided enable children to gain good skills for the next stages of their development.

Staff involve parents in children's learning well. They discuss all children's starting points, likes and dislikes when children start at the club. This means staff can cater for their individual needs well. They discuss what children have done through the session and pass on information from the class teacher when needed. Daily discussions with parents support a shared approach to children's learning.

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

Children have warm and friendly relationships with the staff and each other. They confidently chat to staff about things that are important to them and receive praise and encouragement. This means they gain a good sense of belonging in the club. Staff set the play area up before children arrive so they can settle quickly. There is a good range of toys and resources for the children to play with and staff make sure that they provide a variety over the week to maintain children's interest. There are good opportunities for them to be active, creative and play board games. However, children have limited access to an area where they can relax when tired and look at books after their school day if they wish. This means there fewer opportunities to develop their reading skills and rest.

The atmosphere in the club is harmonious because children are sociable and behave very well. They understand the rules of the after school club and respond well to effective strategies to help them make the most of the time. For example, staff hold up a sign asking for quiet, almost at once children notice this and tap each other on the shoulders to alert the others. Once children are listening, the staff talk to them in a calm manner explaining what will happen next, as well as what the plans for this session will be. This means that children learn to behave in a calm and relaxed manner.

Staff are good role models who offer children consistent explanations about unacceptable behaviour. This helps them learn right from wrong. Staff reinforce children's good behaviour with lots of praise and encouragement which makes them feel valued and confident. Children enjoy a healthy snack at teatime. Staff encourage them to be responsible for some tasks, such as clearing away their food plates. However, they are not able to make a choice about what they eat, have limited opportunities to serve themselves and pour their own drinks. This means that they miss opportunities to strengthen their independence and understanding of healthy eating.

Staff help to promote children's understanding of safety effectively by reminding them about the safety rules and supervising them as they use scissors. This means children learn how to use tools safely.

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

Staff have a secure understanding of the safeguarding and welfare requirements. They know what to do if they have a concern about the welfare of a child. A thorough child protection policy is in place which staff use effectively to support their practice. There are suitable procedures in place to make sure children are cared for in safe and secure environment. All areas that children play in are safe as staff check them before they are used. A regular risk assessment is in place to make sure the premises and equipment are in suitable condition. All staff hold appropriate first aid certificates, which means they know how to act in the event of a minor medical emergency, in order to safeguard the children's well-being.

Robust vetting procedures are in place for staff to make certain they are suitable to work with the children. There are good systems in place to monitor staff performance and there is a system to carry out appraisals on an annual basis. This promotes staff's training and personal development and has a positive impact on the outcomes for children. The close-knit staff team work effectively together, holding regular meetings and discussing children's individual needs. They speak to parents about their views and children are able to express their likes and interests through discussions with the staff. Through regular meetings, staff discuss areas for improvements within the club and make changes that promote the outcomes for children well. This reflects their dedication to maintaining a good rate of improvement to enhance the care, learning and development for each child.

Partnerships with parents are good. Parents state that they are happy with the care the

club provides and say their children are happy to attend. They say staff share good information with them about how their children have been. Parents benefit from receiving regular newsletters, which keep them well informed of the events planned for the children. Staff establish effective two-way communication, which means parents get good feedback about their child's achievements and their next steps in learning.

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

Unique reference number	EY282654
Local authority	Bexley
Inspection number	814701
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	90
Name of provider	Schoolfriend Clubs Limited
Date of previous inspection	21/01/2009
Telephone number	0208 303 2688

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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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