

Schools Out

Burnt Oak Lane, Sidcup, Kent, DA15 9DB

Inspection date	15/03/2013
Previous inspection date	13/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 create a homely atmosphere in which children play happily, are well looked after and behaviour is good.
- Staff organise the club well so that children are independent, choosing what they want to do from activities that interest them.
- Positive partnerships with parents and the school staff help club staff meet children's individual needs well.
- The leadership team takes into account the views of all concerned with the club in order to keep improving it for the children's benefit.

It is not yet outstanding because

- while independence is promoted well and children are clearly happy, staff do not do all they can to help all children form new friendships
- staff have not found ways to provide outdoor play during the occasional times when the school is using the outside area, so club children can always enjoy fresh air and outdoor exercise after school.

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 children's play and at meal times, along with staff interaction with them.
- The inspector held discussions with the providers, club leader and staff, and talked with children.
- The inspector reviewed a sample of relevant paperwork.

Inspector

Denise Aitken

Full Report

Information about the setting

Schoolsout, Holy Trinity is an out of school club which was registered in April 2005. It is situated in Holy Trinity Lamorbey Primary School in Sidcup, Kent and is run by Schoolsout (South)Ltd. The provision offers a breakfast club each weekday from 7.30am until 8.45am and an after school club from 3.20pm until 6pm, during term time only. All children share access to an enclosed outdoor play area. There are currently 60 children on roll, four of whom are in the early years age range. The club employs three members of staff, two members of staff have an early years National Vocational Qualification at level 3 and one staff member is unqualified. Children attending come from this school and two others nearby. Staff run a pick up and take to school service. The club is registered on the Early Years Register and the voluntary and compulsory 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:

- make full use of group activities and daily routines, such as teatime, to help children build new relationships with a range of other children, such as from different schools or age groups
- find ways to provide time outdoors every day, so all children can have fresh air and exercise after school.

Inspection judgements

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

Staff have a clear understanding of how to effectively meet the learning and development requirements of the Early Years Foundation Stage for children in out of school clubs. Staff prepare the club in advance to the children's arrival offering a good selection of activities that complement their learning at school. These clearly appeal to the children who quickly settle to those of their choice. Staff understand the importance of meeting young children's varying needs at the end of a school day. They organise activities and routines that meet these. A comfortable book area with cushions provides a corner for relaxing and quietly reading. Staff quickly let children know the menu selection for the day, so that they can decide what refreshments they would like when it is 'tea'.

Staff concentrate on promoting children's personal, social and emotional development, together with their physical development, communication and language skills. During a

short get together, children tell everyone about their day at school. Staff make sure the early years children contribute and are not overwhelmed by the older ones. Children confidently relay special news, such as having a trophy to take home from school, which produces instant clapping from others in admiration. Such times boost children's self respect with staff offering praise too, to show children their particular efforts are appreciated.

Most children either chat together or with staff as they play and undertake activities. Some children play with the older school children, creating a scene using popular small construction bricks and dinosaurs, practising their hand and finger dexterity as they do so. Those with plenty of energy, decide to attend the 'school disco', while others are happier to play by themselves. Some children play alone too much, however. Staff do not go out of their way to help them make new relationships during group activities, such as when making biscuits or at teatime. Nevertheless, all children are busy and clearly enjoying what they do while practising useful skills for their future learning.

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

Strong relationships between all involved form the backbone of this successful club. The club leader takes special responsibility for the early years children, acting as their 'key person'. She knows the children well and is aware of their individual areas for development. She values children's independence both as learners and in their personal care needs. Children readily approach her to ask for more resources if those they want to use are not out, showing they feel confident with her. They also move around and play confidently which shows how secure they feel.

Resources are of good quality and the available space arranged well to provide a varied selection of things to do. Some enticing adult-led activities are always planned, such as making biscuits for Red Nose Day or a large Easter display. Staff accommodate individual children's particular wishes, such as making a birthday card for mum, showing children trust staff to help them. Behaviour is good. Children respond well to the simple, clear and positive club 'rules'. Children of differing ages play table top games together amicably. Children ask to 'leave the table' when they have finished their tea, knowing that such good manners are expected.

Choice extends well to the selection of healthy food offered for tea. Children choose from three types of savoury wraps, eaten hot or cold, as they wish. They find their named serviettes, so know where to sit, after washing their hands without reminders. All join in conversation with staff discussing what they eat and their favourite foods in general. Teatime is a useful occasion, not only for learning about healthy eating but how to eat, listen and talk using good manners.

Usually children can choose to play outside, getting fresh air and exercise as they want. Sometimes, however, there is no opportunity to do this as the outside area is used by the school. Staff have not found a way of providing an outdoor period for those who want it on such occasions. This limits children's opportunities to play outside whenever they want

to.

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

The providers understand and implement the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. They employ suitable club staff by using robust appointment procedures. These include interviews with set questions designed to assess the applicants' understanding of how to promote children's well-being and protect them. Induction levels vary according to the qualifications of staff, with longer probation periods for unqualified persons. All are vetted for their suitability to work with children. The providers monitor the manager's ongoing safeguarding awareness, so she remains knowledgeable in leading staff and protecting children. Staff also have a full understanding of child protection issues. The manager maintains clear lines of communication with children's class teachers and head teachers, should there be any concerns over children's welfare.

The providers are well aware of their responsibilities to maintain children's daily safety, including providing safe premises for their use. School pick up and drop off times are risk assessed and children learn to follow comprehensive safety routines at these times. Children are escorted around the school buildings, such as when going to the disco. There are 'sign out' procedures for when children leave. Any new procedures are related to parents through regular newsletters. All members of staff hold suitable first aid certificates and have had training in food hygiene, in order to help maintain children's good health. Staff are supervised well and encouraged to take further qualifications; the area manager provides them with additional support when needed.

Effective liaison with the school includes passing messages to parents. Partnerships with parents are strong with good two-way communications between them and club staff. Parents receive regular written feedback on their children's activities. Staff seek parents' views on the club as part of their effective evaluation systems. This response has led to an extension of opening hours for the breakfast club, allowing working parents to catch a particular train, while children have more time to enjoy a good breakfast. The providers are highly organised, drive improvement well and have a clear understanding of how to provide good quality out of school provision.

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	EY297256
Local authority	Bexley
Inspection number	843729
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	8 - 3
Total number of places	24
Number of children on roll	5
Name of provider	Schoolsout (South) Ltd
Date of previous inspection	13/11/2009
Telephone number	0208 300 3613

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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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