

Spring Grove Extended Day Care

Star Road, Isleworth, Middlesex, TW7 4HB

Inspection date	29/04/2013
Previous inspection date	25/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Children share affectionate and caring interaction with staff who plan and provide a range of activities that support children's learning at school appropriately.
- Links with the school where the Extended Day Care is located are sound and result in information being shared well and in a developing sharing of expertise.
- Information is shared effectively with parents. They praise staff and feel their children enjoy being at the Extended Day Care.

It is not yet good because

- The use of self-evaluation and monitoring to drive improvement is not comprehensive or extended to include parents and children's views.
- Some aspects of the planning and use of space in the Extended Day Care on occasion result in high noise levels and some division in different age groups of children.
- There are few opportunities to provide quiet times to encourage children's skills in talking and listening.

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 spent the inspection time observing the staff and children in the Extended Day Care room and the school grounds.
- The inspector sampled children's information and development records, some documentation and staff records.
- The inspector shared ongoing discussion and joint observations with the manager and staff.
- Parents views were gathered through discussion with some parents.
- Safeguarding was discussed with staff and the manager and the extended day care's policies were sampled.

Inspector

Jane Nelson

Full Report

Information about the setting

Spring Grove Extended Day Care was registered in 1993 and is operated by a management committee. It is located on the premises of Spring Grove Primary School in Isleworth, Middlesex. The club has the use of a hut, outside play spaces and the school hall. Only children from the school attend the club. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open before and after school during the school term. It operates in the morning from 8am to 8.55am. In the afternoon it is open from 3.20pm to 5.45pm. There are currently 37 children on roll. The club employs a play leader and two members of staff who work directly with the children. The play leader and another member of staff hold suitable Level 3 early years qualifications and the third member of staff has recently completed a Level 2 qualification in play work.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Develop and implement a secure system for monitoring and self-evaluation, including contributions from staff, parents and children, to foster a culture of continuous improvement to promote the interests of children.

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

- develop regular planned opportunities to encourage children's skills in talking and listening to improve further their communication and language skills.
- involve children of different ages in agreeing codes of behaviour and taking responsibility for implementing them to improve further their personal, social and emotional development.

Inspection judgements

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

Children enjoy their time in the Extended Day Care, where staff create a bright and welcoming environment and provide a varied range of activities. These complement children's learning experiences at school, supporting their learning and development appropriately. Children share affectionate and caring interaction with staff and enjoy

socialising with each other in a relaxed environment after the busy school day. Children are pleased to see staff and their friends when they are collected from their classrooms, and arrive at the Extended Day Care excited and hungry. Staff prepare and set up the room with some play resources and materials prior to children's arrival. The staff team know and follow children's interests appropriately, including these in some aspects of planning. For example, making sure construction materials are out for children who enjoy building and that children have time to watch a short favourite TV programme. However some aspects of the planning and use of space in the Extended Day Care on occasion result in high noise levels and some division in different age groups. This is particularly noticeable during arrival and snack times and has an impact, at times, on younger children's conversations and interaction with older children.

Children enjoy using the resources and activities that are provided. They spend time playing with sand set out on a table top tray, filling and emptying containers and chatting to each other as they play. Children are confident and articulate speakers, however the noise level and organisation of the session results in some missed opportunities to encourage children's skills in talking and listening. For example, there are few planned opportunities for children to listen to others, share an experience or describe something they have seen or done. Children share affectionate relationships with staff, asking for help when needed and asking when their snack will be ready. Children are familiar with the routine and know when it is time to clear away and play outside. They thoroughly enjoy being outside on a sunny spring day and use their physical skills and coordination, as they climb, balance and slide on a climbing structure, run and play football. Children giggle and laugh as they balance and whoosh down the slide, sharing laughter with staff as they hover on the wobbly bridge and pretend to lose their balance. Children socialise well with each other extending friendships they have at school. Their independence is encouraged appropriately through aspects of the routine. For example helping themselves at snack time and helping to tidy toys away before going outside.

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

Children demonstrate they feel secure, safe and are happy during their time at the Extended Day Care. They show they feel confident in approaching staff by constantly using their names, asking for help and sharing a joke. Children show an awareness of their own safety, as they move around and play. For example, during outdoor play, they recognise when they are on a part of the climbing frame they are not yet old enough to use and respond to a reminder from a member of staff to be careful and come down.

Children's awareness of healthy lifestyles is supported appropriately by the daily routine. For example they understand they need to use sanitising hand gel to clean their hands before eating and that they need to ask staff to go with them when using the toilets in the school main building. Children's physical development is encouraged through daily play in the school grounds. They enjoy a varied menu of healthy snacks such as bread, cheese, fresh fruit and yogurt.

Children generally behave well, they show awareness of expected behaviour such as

taking turns and listening to staff, although children tend to play in their age related groups rather than be involved in mixed age activities. Children are polite, show care for each other and are interested in visitors. They show awareness that the code of behaviour expected of them is consistent with that expected in school.

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

A management committee, made up of parents whose children attend the setting, manages the Extended Day Care. They employ a manager and the staff team who receive ongoing support from the local authority. Together, and with the support of a new manager, they have made sound progress, successfully addressing the actions raised at the last inspection. The manager and staff are enthusiastic and have some ideas for future development, although these are not yet fully implemented. However the use of self-evaluation is not comprehensive in monitoring all aspects and in involving parents, staff and children in the process of driving improvement.

The staff team plan and provide a range of activities that children enjoy. They work appropriately in partnership with the school to provide continuity in children's learning. For example, daily communication takes place between teachers and the Extended Day care staff resulting in information being shared and passed onto parents. Topics the school are covering, such as, the ocean and pirates, are included in some activities staff plan, extending and continuing aspects of children's school experience.

The management committee implements appropriate systems to establish and vet staff's suitability to work with children. Staff development is supported through regular meetings and an appraisal system. They are encouraged to attend training and share experience and knowledge. A school liaison teacher has recently had some input into observing staff and giving feedback to support their development

A varied range of age appropriate resources and equipment are provided, some of which are in the process of being replaced and increased. Generally appropriate use is made of the available space and furniture to enable children to eat and play safely and comfortably, although at times the high noise level has an impact on this.

The staff team understand their responsibilities relating to safeguarding and child protection issues. They know the action to take if concerns regarding children's welfare arise or they have concerns regarding a colleague. Risk assessments are used appropriately to monitor safety and make sure children are supervised adequately at all times. Staff respond quickly when minor accidents occur, providing reassurance to children and demonstrating a secure understanding of how to administer first aid, maintain the appropriate records and inform parents. The required records are maintained and the manager understands her and the management committee's responsibilities to meet legal requirements. For example she is aware of ensuring adult to child ratios are met and there is sufficient space for the numbers and ages of children attending.

Information is provided and shared with parents appropriately, keeping parents informed of any issues they need to know relating to children's school day. Parents comment that their children enjoy coming to Extended Day Care, and some praise the staff highly commenting on recent improvements they have observed, such as a wider range of creative activities.

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	116239
Local authority	Hounslow
Inspection number	801885
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	37
Name of provider	Spring Grove Extended Day Care Scheme Committee
Date of previous inspection	25/05/2012
Telephone number	0208 847 6122

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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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