

St. Anne's Out of School Group

194 Freston Road, London, W10 6TT

Inspection date	14/05/2013
Previous inspection date	14/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 are happy and safe and enjoy coming to the club.
- The manager and staff work well together as a team.
- The manager and staff develop and maintain positive relationships with the children and their parents.

It is not yet good because

- Staff lack a thorough knowledge and understanding of the Early Years Foundation Stage and they do not always help children extend their learning and development and build on what they learn in school.
- Although there is a range of resources available to support children's play, there are fewer toys and equipment available to support their imaginative play and creativity using arts and craft materials.
- Activities to promote speaking and listening skills are organised in large groups and some young children who are learning English as an additional language find it harder to participate fully.
- The staff do not fully evaluate their practice, including by seeking the views of parents and children to help drive improvement in the quality of their practice.

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 generally observed children at play in a variety of games and activities and specifically tracked two children.
- The inspector carried out joint observations with the manager.
- The inspector interviewed the manager who is also the key person for the tracked children.
- The inspector looked at a representative sample of documentation.
- The inspector spoke to parents.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

St Anne's Out of School Group registered in 1999. It is run by the Lancaster West Children's Community Network. It operates from a school building in North Kensington, in the Royal Borough of Kensington and Chelsea, in London. The after school club is open each weekday from 3.30pm to 5.45pm during term time and the holiday play scheme is open each weekday from 8am to 5.45pm during school holidays, excluding Christmas, for 50 weeks of the year. There are currently 30 children aged from three to seven years on roll. Of these, 24 children are in the early years age group. Children come from a number of local schools in the community. The after school club and holiday play scheme support children with special educational needs and/or disabilities, and children who speak English as an additional language. The club maintains close links with its contributory schools.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The after school club and holiday play scheme employ four staff plus an escort. Most staff hold appropriate early years qualifications and one member of staff is qualified at level 4. The club has access to a large hall, kitchen and toilet facilities for both children and adults. There are two enclosed outdoor play areas.

What the setting needs to do to improve further

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

- improve staff's knowledge and understanding of the Early Years Foundation Stage, and their interaction with children, to support each child to strengthen and deepen their current learning and development.

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

- increase the range of resources to enable children to develop their imaginative play and explore a variety of media in drawings, paintings and model making
- increase opportunities for children to practise listening and speaking during group times to support them as they learn English as an additional language
- develop systems for self-evaluation to include the views of parents and children in order to identify priorities for improvement.

Inspection judgements

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

Most children make progress in their learning and development in the club because the staff have some understanding of young children's needs and respond in a satisfactory way to support them. The staff spend some time playing with the children at their level to help them feel safe and happy. However, the staff lack a thorough knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. In addition, they do not always interact effectively with children to challenge their thinking. Consequently, this has an impact on how well they are able to help the children learn and develop further through their play. The staff observe children at play and understand what the children like and are capable of doing. As a result, children enjoy activities such as creating pirate and treasure maps, where they practise their drawing and writing skills. They have fewer opportunities to engage in art and craft activities such as painting and making models with different materials to express their creativity.

The younger children enjoy building structures using small plastic bricks, with help from older children who attend the club. Consequently, children build harmonious friendships with each other. The children enjoy imaginative play with miniature toy dinosaurs among a make-believe jungle. They also have some fun acting out home experiences using miniature domestic utensils and furniture, although there are fewer resources to extend their make-believe play and games, such as by using dolls and dressing up clothes.

The staff lead singing sessions and read story books regularly to the children to extend their communication and language skills. They engage in conversations with the children, allowing them time to listen and take turns in speaking. Most children are confident and enjoy being listened to and practising their speaking skills. However, such listening and speaking activities are organised in large groups and some children, particularly those learning English as an additional language find it harder to fully participate. They do enjoy opportunities to speak their home languages, which the staff and their friends learn too. This helps to promote inclusion and show children that all of their languages are valued in the club.

The staff help the children's parents feel welcome as they arrive to pick up their children and make themselves available to talk with parents, building and maintaining positive relationships with them.

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

The environment within the club is comfortable and children show they feel safe and content. The children are assigned a key person who is responsible for picking them up from various schools in small groups. This key person system enables children to feel secure and happy, knowing who will be picking them up and who will mostly support them

at the club. The children have a restful time here after their busy time in school as they are able to relax in comfort and sit and read books or talk with friends.

Adults act as positive role models to help children develop appropriate behaviour and to keep safe. The staff are polite and respectful to one another and with all the children. The club has established routines and staff give children clear guidance as to what is acceptable behaviour. As a result, all the children behave well at all times.

The children are independent in organising their own games with the resources made available to them by staff. They enjoy outdoor play to get fresh air and exercise as part of a healthy lifestyle. They know about personal hygiene as they independently wash their hands as they prepare for snack time. Children learn to appreciate healthy foods as they eat fruit and make their own sandwiches for their afternoon snacks. The snack time is a social event within the club, where children and adults have extended conversations, sing songs and enjoy a nice time together. The club makes a positive contribution to children's readiness for the next steps in their lives, offering them chance to take responsibility and gain independence and become confident young people.

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

The manager and the staff work together as a team. They regularly plan activities according to what the children are interested in doing. The manager and organise the club so that children are engaged, happy and secure. The manager makes children's safety a priority. She follows a safe recruitment procedure when employing new staff and ensures all staff are appropriately vetted to make certain they are suitable to work with the children. The manager uses closed circuit television cameras to monitor the entrance at all times, which helps to ensure that children's welfare is protected and unwanted intruders cannot enter. All staff and the manager have completed their safeguarding training. They have a secure knowledge of the possible signs that may indicate concerns about a child's welfare and the reporting procedures to follow to safeguard children.

The staff evaluate some aspects of their provision by reflecting on activities and making notes of what they can improve or change. However, they do not use a systematic approach to evaluate their work to form an overview of the provision and identify priorities for improvement. Parents and children do not have regular opportunities to share their views about the club to help drive improvement in the quality of the provision. Parents comment positively about the club and the care their children receive.

The club supports children to enjoy some activities that complement their school experiences. The staff have regular contact with the teachers and collaborate with the schools from where children are collected to provide some continuity of care and 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	105730
Local authority	Kensington & Chelsea
Inspection number	813269
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	32
Number of children on roll	36
Name of provider	Lancaster West Children's Community Network
Date of previous inspection	14/01/2010
Telephone number	020 89607177

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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