

Simplyplay@Windrush

Holborn College, Woolwich Road, LONDON, SE7 8LN

Inspection date

Previous inspection date

17/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not provide children with adequate access to daily outdoor play.
- Staff lack awareness of behaviour management strategies that help children to form good relationships, develop their social skills and learn about boundaries.
- Staff do not take all possible opportunities to encourage children to extend their independence skills in everyday routines.
- Staff do not complement the learning children receive at school or build on children's developing skills because partnerships with parents and other providers are weak.
- The provider has failed to meet all of the safeguarding and welfare requirements, particularly in relation to staffing arrangements and documentation.
- Self-evaluation is in its infancy. This means that the provider does not have an accurate appraisal of the setting and what needs to be done in order to secure future improvements.

It has the following strengths

- Children have a well-developed understanding of the importance of personal hygiene practices.

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 staff interaction, indoors.
- The inspector engaged with and spoke to the children.
- The inspector talked to staff, parents and held discussions with the manager and registered individual.
- The inspector scrutinised a sample of documentation, including children's records, staff suitability records, policies, and procedures.

Inspector

Pamela Bailey

Full Report

Information about the setting

Simplyplay@Windrush registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three out of school provisions run by MJS Simply-Play Ltd. The after school club operates from Windrush Primary school located in Woolwich, within the London Borough of Greenwich. It is open each weekday from 3.15pm to 6pm during term time only. Children are accommodated in one room and have access to the school playground. There are 13 children in the early years age group on roll. The club provides for children who attend Windrush school and welcomes children who are learning English as an additional language. A total of two staff work with the children, including the manager who holds a relevant National Vocational Qualification at level 3.

What the setting needs to do to improve further

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

- ensure that outdoor activities are planned and taken on a daily basis
- improve staff's knowledge and understanding of the learning and development requirements in order that they liaise effectively with parents and other providers in order to understand children's current skills and abilities and use this information to build on what children already know and complement the education they receive at school
- ensure there is a named deputy who is capable and qualified to take charge in the absence of the manager and at least half of all staff other staff hold a full and relevant level 2 qualification
- foster a culture of mutual support and continuous improvement by putting appropriate arrangements in place for the supervision of staff to help them understand their roles and responsibilities concerning all children's development and well-being and improve the use of reflective practice and self-evaluation, to identify the club's strengths and priorities for development
- develop a consistent approach to behaviour management and use appropriate strategies that take into account individual children's age and stage of development, helping them learn right from wrong
- share information with parents, in particular the policy and procedures to be followed in the event of a child going missing at, or away from, the setting

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

- support children's growing independence, for example, by enabling children to serve their own foods and pour their own drink
- extend the educational programme for understanding the world for example, by supporting children's understanding of the differences in society through providing a range of resources which represent children's diverse backgrounds

Inspection judgements

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

Staff have a poor understanding of the learning and development requirements and the areas of learning. Although the children attend after school, staff do not liaise with parents and the teachers on the same school site to find out about children's individual needs. Therefore, staff do not know enough about children's learning and interests on entry to the club. Staff provide a basic range of activities each day. However, these do not adequately complement the education the children receive at school or build on their skills and achievements. As a result, children are not sufficiently supported to develop the skills that support them as they move through school.

Some children speak confidently, talking openly about themselves and activities they do at the club with visitors. However, they do not always listen attentively to others during discussions. Staff merely supervise the children rather than explain why it is important to pay attention when others are speaking or promote children's understanding of how their own actions might affect other people. Activities such as table tennis support children to learn how to use equipment safely, develop their concentration and their hand-eye coordination. However, staff do not plan or provide daily outdoor activities for the children where possible, as required. Children use a basic range of materials and resources to expand their creativity and imagination. For example, they paint and decorate biscuits with icing sugar. Staff display children's artwork and some products are taken home for children to share with their parents. Children select appropriate equipment and materials that are set out on a table for drawings, which help them, develop their writing skills. However, this is not extended in other activities to increase children's awareness of writing for different purposes.

Children enjoy dressing up with their friends, playing with small world equipment such as transport, and play people. However, children have few opportunities to learn about similarities and differences that connect them to, and distinguish them from others. This is because staff do not provide resources or plan activities that reflect children's diverse backgrounds. Although the children celebrated Chinese New Year, staff lack an understanding of how to broaden children's understanding of the society in which we live. Children demonstrate the skills to operate information and communication technology as they access and play games on the mini personal computer tablet.

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

Children are familiar with other children because they all attend the school in which the after school club is located. The teachers in the school escort the children to the after school club which helps them to settle. Children are generally at ease in the after school club environment and play with their special friends. However, not all children demonstrate friendly behaviour or a responsible attitude towards their own, and others' safety. This is because the behaviour management strategies are ineffective in promoting children's welfare and helping them to learn right from wrong, taking into account their age and stage of development. Children receive little direction or guidance from staff who manage unwanted behaviour by ignoring the behaviour or through instructions rather than explanations. Children do not always respond appropriately to boundaries and need constant reminders, for example, to sit on their chair properly when eating. Staff do not

intervene at appropriate times when children need help with difficult situations to enable all children to express their ideas and experiences. For example, children know how to leave the premises quickly and safely in the event of an emergency. However, some children show little respect when others are speaking. They show poor listening skills and shout in the face of others to get their attention. As a result, not all children are able to use talk to organise, sequence and clarify their thinking when trying to explain to visitors their understanding of the procedures.

Children enjoy fresh fruits and can choose between diluted squash or water at teatime. However, they are not encouraged to serve their own food or pour their own drinks to develop their independence further. Children have a well-developed understanding of the importance of personal hygiene practices. They know that they must wash their hands before eating and after using the toilet to minimise the spread of infection. Staff do not give children as much opportunity as possible to play outdoors. The use of the school playground is restricted to times decided by staff. This means that children do not benefit from varied physical outdoor play on a daily basis. This limits opportunities for children to extend their physical skills and experiences outdoors.

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

There are appropriate vetting systems that help to ensure that staff and any other persons, who are likely to have regular contact with children are suitable to do so. However, the provider has overlooked the requirement to ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the absence of the manager. In addition, there are insufficient suitably qualified members of staff working with children, which is a breach of a legal requirement. Staff demonstrate an adequate understanding of child protection issues. However, behaviour management strategies are inappropriate and staff do not make it clear to children why certain behaviour is unacceptable. This is also a breach of requirements of the Childcare Register.

The provider has failed to ensure that all policies and procedures required for the effective management of the after school club are in place. For example, the provider has not put in place a written procedures to be followed in the event of a child going missing at, or away from, the setting. These are breaches of legal requirements. Nonetheless, the premises are secure and there are effective procedures for the arrival and departure of the children. Staff understand what to do in case of fire or any other emergency and help to ensure the safety of the children through practising fire drills. Staff carry out daily safety checks of the premises before use. This helps them reduce potential risks and hazards and ensure children's safety.

The system for staff supervision and monitoring under performance is ineffective in providing ongoing support and coaching staff to improve their personal effectiveness. Staff are not secure in their knowledge and understanding of the learning and development requirements. Partnerships between the after school club and teachers at the school delivering the Early Years Foundation Stage are poorly developed. Channels of

communication are not used to provide a continuity of approach in supporting the education children receive at school. Daily feedback to parents helps to provide some information about their children's involvement in the activities and how children spend their time at the after school club. However, staff do not work closely with parents to find out about their children's existing skills and abilities. As a result, staff fail to provide a broad range of activities or offer appropriate interaction to challenge children as they play.

Parents express satisfaction with the service and the provider has taken some steps to evaluate the club's provision for children's welfare, learning and development. For example, an additional staff member is booked to attend first aid training. However, self-evaluation fails to identify a number of significant issues. It does not provide an accurate appraisal of the club's effectiveness, resulting in little action being taken to secure improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- make sure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- make sure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

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	EY453797
Local authority	Greenwich
Inspection number	888384
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	13
Name of provider	MJS Simply-Play Ltd.
Date of previous inspection	not applicable
Telephone number	07986 953706

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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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