

Clubland Playscheme Ltd

St Andrews C of E Primary School, Lockhart Road, Cobham, Surrey, KT11 2AX

Inspection date

Previous inspection date

07/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 build friendly and trusting relationships with the children. As a result they show a strong sense of belonging to the club and are keen to attend.
- Children quickly build firm friendships with each other and play very cooperatively together. Older children are particularly kind and supportive of younger children.
- Staff monitor children's learning and development closely using their secure knowledge and understanding of the early learning goals.
- Management make effective use of self-evaluation, staff appraisals and their rapidly developing relationship with the main school to drive continuous improvement.

It is not yet outstanding because

- Staff do not exploit opportunities to help children develop their ideas and extend their own learning over time; so that they can extend their knowledge and understanding of a particular theme.

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 inspection took place during the after school club. The inspector observed children's arrival, teatime and both indoor and outdoor play activities.
- The manager joined the inspector in observing the outcomes for children during a planned activity with clay. The provider joined the inspector in observing the outcomes for children outdoors more generally.
- The inspector sampled the club's health and safety records, staff suitability records, records of children's progress and development, and the club's self-evaluation document.
- The inspector spoke to parents during the inspection taking account of their views.
- The inspector held discussions with the provider, manager and head teacher of the main school.

Inspector

Amanda Tyson

Full Report

Information about the setting

Clubland Playscheme Limited registered in 2012. It is one of eight out of school club provisions owned by one provider across the county of Surrey. This club operates from St Andrews Church of England Primary School, Surrey. The club has the use of two rooms with toilet facilities, a large room on the first floor and an enclosed designated outdoor area. They also have the use of the school's three playgrounds. The 'breakfast' and 'after school' club operate Monday to Friday, term time only between 7.30am and 8.40am, and between 3pm and 6pm. A team of four staff, which includes the manager, work with the children. The manager and one staff have Level 3 qualifications in early years childcare and play work. Two staff are unqualified but working towards achieving a qualification. The manager is working towards achieving a Level 5 qualification. There are currently 27 children on roll aged under eight; of these 15 are in the early years age group. The club supports children with special educational needs and/or disabilities. The club provides out of school care for children who attend the onsite school.

What the setting needs to do to improve further

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

- enable children to develop and extend their ideas and learning by providing projects they can return to and complete throughout the week.

Inspection judgements

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

Staff have a very good understanding of children's needs after a busy day in school. They create a welcoming and stimulating environment that enables children to choose and direct their own play and learning. Children enjoy looking at books because staff create a cosy corner for them to relax in. Children make up and perform their own stories using puppets. Younger children particularly enjoy imaginative play and enjoy using the different den areas created by staff. For example, they 'play dead' after 'a tussle with a dragon' or pretend to be hamsters scampering around the floor. Some prefer playing with dolls, while performing as 'rock stars' is popular with others. Outdoors children have great fun dressing up as 'road-workers' and operating the mechanical working barriers and ground drills. Children good-naturedly compete to grow the tallest sunflower and build the best sandcastle. Staff promote children's learning and development well by joining in their play and using open-ended questioning to encourage their critical thinking.

Teatime is used very well by staff as a forum for encouraging children to share their ideas

for play and activities. For example, after admiring the clay eggcups on display in the main school, children are provided with clay to make them at the club. When water play ends up as a 'floating and sinking' experiment this leads to an interesting discussion about boats, which staff support well. However, children are not always encouraged to follow their ideas through to completion, finish a project or explore new interests in depth. Children are inquisitive and very capable of researching facts and using learned information to engage in small-scale 'fun' projects that support their future learning.

Staff have a very good understanding of the early learning goals and play work principles and use this well to guide their practice. They liaise with parents, children's teachers and the children themselves before they start attending to find out as much as they can about their individual needs. Staff are committed to including children with special educational needs and/or disabilities and support these children well by working in close partnership with parents and teachers. Staff monitor children's progress and development towards the early learning goals, noting their abilities and what they need help to progress to next. These observations are astute, precise and used well by staff to move children on in their learning. For example, when children refer to a box as a square staff plan ways to introduce children to two and three-dimensional shapes through art and craft activities. Parents say that they are amazed by children's artistic achievements and their confidence in attempting and achieving new skills.

Children are cared for in a welcoming, well-resourced and safe environment. Children arrive full of enthusiasm after school. They are eager to share their news with very friendly staff who listen attentively to children's reflections of their day. Children form secure and trusting relationships with all the staff, but especially with their allocated key person. Staff use what they learn about children before they start to pair them with a similar child. These children carry the title of 'buddy' and assist the key person in helping new children to settle in and make friends. Staff display children's creative work and photographs to help them develop a strong sense of belonging to the club. Older children are excellent role models for younger children. They patiently teach children new skills, such as using a 'hoola-hoop' and playing chess. Children are keen to have their efforts and achievements acknowledged on the club's 'tree of positivity'. They are even keener to win the end of term voucher for positive behavioural effort. Children are all very fond of the club's pet hamster. When they discover a broken bit of skirting board they quickly report to staff that it needs repairing so that the hamster cannot escape. Staff reassure children by calling for the caretaker immediately who promises to repair it.

Staff promote good health well. Children enjoy outdoor play and engaging in physically active games every day. This helps to keep them healthy. Staff encourage children's interest in food through cooking activities, growing their own vegetables and by creating a relaxed and sociable breakfast and teatime. Children enjoy a hearty breakfast, which helps them to concentrate in school. They have a choice of a light hot meal, such as tomato pasta, vegetable wrap, or sandwich and selection of drinks for tea. Staff are vigilant in reminding children to apply sun protection cream before going outside during warm weather. Children learn about fire safety as they debate the risks and issues posed by different environments with staff. They talk about the importance of staying visible and not hiding so that the fire officer can find them. Play equipment, such as hard hats and earmuffs, wooden dolls' house and fire station encourages children to explore safety

issues through play.

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

Children are cared for in a welcoming, well-resourced and safe environment. Children arrive full of enthusiasm after school. They are eager to share their news with very friendly staff who listen attentively to children's reflections of their day. Children form secure and trusting relationships with all the staff, but especially with their allocated key person. Staff use what they learn about children before they start to pair them with a similar child. These children carry the title of 'buddy' and assist the key person in helping new children to settle in and make friends. Staff display children's creative work and photographs to help them develop a strong sense of belonging to the club. Older children are excellent role models for younger children. They patiently teach children new skills, such as using a 'hoola-hoop' and playing chess. Children are keen to have their efforts and achievements acknowledged on the club's 'tree of positivity'. They are even keener to win the end of term voucher for positive behavioural effort. Children are all very fond of the club's pet hamster. When they discover a broken bit of skirting board they quickly report to staff that it needs repairing so that the hamster cannot escape. Staff reassure children by calling for the caretaker immediately who promises to repair it.

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

Management are experienced and committed to providing high-quality childcare for school-aged children. The staff team are committed to inclusive practice and to working in partnership with the school to close any gaps in children's achievements. Staff are very well supported to gain higher-level qualifications and to develop their knowledge and skills, particularly in applying play work principles. Staff receive regular supervisory support through the appraisal process. The team work extremely well together. Management has a good and rapidly developing relationship with the school teaching staff. This is well demonstrated by their joint plans to explore the possibility of introducing children to Forest School activities. Management demonstrate a clear awareness of the

club's strengths and areas for further improvement and are proactive in targeting these. For example, they secured a bursary from the local authority for outdoor play equipment, which is now in place and well used by the children. Management has started to use the local authority's quality improvement toolkit because it provides them with challenging criteria to assess their effectiveness. Team meetings are used as a forum for sharing best practice ideas. Current improvement plans are firmly focussed on strengthening the clubs partnership with school teaching staff and parents to support children's learning needs.

Children's welfare is safeguarded well by comprehensive policies and procedures that are clearly understood and implemented by staff. For example, processes for recruiting, vetting and inducting new staff are rigorous and effective in ensuring that staff are suitable to work with children. There are clear procedures in place for identifying and tackling any staff underperformance. Staff use risk assessments effectively to minimise accidents and incidents. The team are all very secure in their knowledge and understanding of child protection issues and are suitably trained. The club has a clear policy in place for preventing staff from using personal mobile phones, cameras and the use of social networking sites.

Parents are well informed about the clubs policies and procedures and exchange information with their child's key person each day. Parents hold the club in high regard and appreciate that management seek their views. They are impressed by the way that staff successfully complement children's day through play-based activities while on school premises. They are delighted that their children are so keen to attend, even if sometimes this means that children do not want to go home. Overall, this is a strong and effective provision that provides a valuable service to working parents and a safe and fun environment for children. The team demonstrates a strong capacity to sustain ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY457832
Local authority	Surrey
Inspection number	896512
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	27
Name of provider	Clubland Playscheme Ltd
Date of previous inspection	not applicable
Telephone number	07770656015

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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