

S.A.F.E. Club

Stanwell Fields C of E Primary School, Clare Road, Stanwell, STAINES, Middlesex, TW19 7DB

Inspection date

11/06/2013

Previous inspection date

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

- Children thoroughly enjoy their time at the club and behave very well. They are busy and engaged in a good range of activities that compliment their school experiences.
- The staff team create a calm and productive atmosphere and share caring and affectionate interaction with children. They provide a relaxing and sociable experience for children after their busy school day.
- Information is shared well with parents keeping them informed and updated as things change.
- Good relationships overall are built with the school where the club is located, supporting children's school experiences positively.

It is not yet outstanding because

- Staff do not fully extend creative activities in relation to children's interest in creating stories to encourage their skills in talking and listening further.
- Although links with the school are good overall, the club does not fully extend these to include after school activities run by the school to ensure all relevant information is shared.

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 staff and children during the after school club session.
- Safeguarding was discussed with the manager and staff and the club's policy was sampled.
- Parents' views were gathered through discussion with parents and viewing recently completed questionnaires.
- The inspector shared ongoing discussion with the manager and staff and carried out a joint observation with the manager.
- The inspector sampled children's information and development records.

Inspector

Jane Nelson

Full Report

Information about the setting

S.A.F.E. Club is privately owned and has been under its current ownership since 2007. It is registered at the current premises in 2012. It operates from Stanwell Fields Church of England Primary School in a residential area of Stanwell, Middlesex.

The club is based in the junior hall of the school, with occasional use of the infant hall. There is access to an additional area adjacent to the junior hall, a kitchen area, toilet facilities and the school playground. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children aged between four to 11 years on roll; two of these are in the early years age range.

The club is open each weekday from 3pm to 5.45pm, during school term time. The club serves children attending local schools. The club employs four staff, plus additional staff as needed to collect and escort children from a neighbouring school, and the proprietor who is also the manager. Three staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop the use of creative activities by following children's interest in creating stories to encourage their skills in talking and listening and providing further opportunities for children to work together
- extend the links with the school to include the sharing of relevant information from after school activities run by the school.

Inspection judgements

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

The staff team create a welcoming, and interesting environment for children to relax and socialise in after their school day. Effective use is made of the school hall where the club is situated, to present a good range of activities, creative play and physical play experiences that children thoroughly enjoy. These complement and support children's learning experiences at school in a relaxed and calm environment where the emphasis is on having fun and being physically active. As a result, children are supported in making good progress in their learning and development and are building on the skills they acquire at

school.

Children arrive after their school day calmly, and immediately choose what they are going to play with from the selection set out. They play happily together in small groups chatting as they sit on the floor and build models, draw, use puppets, play board games or complete puzzles. Staff are well organised and move between small groups of children, involving themselves in their play, making suggestions and offering help when needed. Children socialise very well, sharing and forming friendships with friends in different age groups and from different schools. They are building confidence and independence as they work together in small groups, take part in team games and seek advice in practical situations from older children. For example, younger children ask older children how they traced some lettering and which paper and pen they used. Older children are happy to offer advice and practical help demonstrating which paper and pen they used and how to copy the letters. Children concentrate and persist with their activities. For example they spend time using their small physical skills and mathematical concepts as they build and construct models. Children use language confidently describing what each model is and use their imagination to expand and elaborate on this as they add detail. They refer to familiar shapes they are using such as triangles to make wings, and count the number of play figures that they have positioned in their model. Children concentrate and enjoy creative activities making their own designs using paper, pens and stencils to experiment and create different patterns. They copy older children using wax crayons to rub over a patterned stencil, and trace and copy letters from a book title. Children have individual folders where their creative work is stored and any not completed can be put there to be finished on another day, making sure the creative flow is not interrupted. However, staff do not extend these activities fully to follow children's interest in making their own books and creating stories. As a result, they miss opportunities to further encourage children's skills in talking and listening and working together.

Children thoroughly enjoy physical activity and have great fun during a well-organised team game with soft balls inside. They use physical skills, such as coordination, balance and aim, as they dodge and catch the soft balls. Children shriek with excitement and laughter, warning each other as the ball comes their way. They work well as a team and follow the member of staff's clear explanation about rules and behaviour.

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

Children are happy, secure and enjoy the sociable, relaxed atmosphere of the club. The affectionate and caring relationships they share with staff support children's gradual building of confidence and independence. Younger children spend time observing routines and games, gradually increasing confidence and acquiring skills. For example, they follow routines such as serving themselves at snack time, which they have observed over time. Children learn through their observations, describing in detail the rules of the ball game as they watch while continuing with their own activities. The relationships children build with older children are a positive influence and reflect the ethos and culture of the club of caring and helping each other. These experiences also reinforce and provide continuity of children's school experience.

Children behave well as they know and understand what staff expect of them and this contributes to the productive, welcoming and calm atmosphere. They show a good awareness of keeping the environment safe and taking care of themselves. For example, by helping set out some equipment and helping to clear away as the end of the session approaches. Children are careful in how they move around and they use utensils and equipment appropriately. They follow routines that support their understanding of their own health and hygiene, such as hand washing and eating healthily at snack time when they help to make their own sandwich. There are daily opportunities for planned physical play inside and out, which children enjoy and encourage their physical development and good health.

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

The proprietor, who also manages the club, has many years of playwork experience, which she uses positively to create an interesting and welcoming environment for children. The staff team enjoy their work and work well together. They share the manager's commitment and ethos and contribute to the smooth running of the club. The manager and staff are aware of their responsibilities regarding safeguarding and child protection. They understand the procedures to follow if concerns about children's welfare arise or they have concerns about a colleague. Staff use risk assessments effectively to monitor and review safety aspects on a daily basis as they set up and put equipment away. They supervise children well taking into account their ages and level of independence. The manager implements robust recruitment and vetting procedures to assess and establish the staff team's qualifications, experience and suitability to work with children. The manager is aware of her responsibility in meeting legal requirements. For example, by ensuring the required documentation and records are easily accessible, well organised and clearly maintained and staff ratios are met.

Ongoing staff development is available through regular supervision meetings, appraisals and encouragement to attend training to develop their childcare qualifications. The manager recognises and values skills staff bring from other work they do, such as in local schools or through operating their own play scheme during the school holidays. The manager continually self-evaluates and reflects on what is working well and where some improvement is needed. This has been particularly effective during the first few months of the club's operation from the school premises, when several adjustments and some reorganisation has taken place. The manager feels this has resulted in great improvement and the welcoming, calm and creative atmosphere the club currently provides.

The club is well equipped with a wide range of resources, equipment and play materials, that staff creatively set out and present to attract and interest children. Staff record and assess short observations relating to what children enjoy and how they are developing, linking their knowledge to the resources and activities they plan. Good links are shared with the school where the club operates and with another local school where children are collected from. These result in information being shared well and continuity in children's

learning experiences. For example, some aspects of topics children are covering at school such as 'people who help us' are included in after school club activities through role play and puzzles. However, new situations that arise, such as the process for passing information onto parents when children attend after school activities provided by the school, are in their early stages. Good relationships are built with parents and clear information is provided keeping them updated with any changes in policies. Parents praise the club; they refer to it as a valuable resource and comment that their children enjoy coming and sometimes do not want to leave.

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	EY457014
Local authority	Surrey
Inspection number	894456
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	31
Name of provider	Angela Janet Williams
Date of previous inspection	not applicable
Telephone number	07759 757 685

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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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