

Teamy - Brookland

Brookland Infant Primary School, Hill Top, LONDON, NW11 6EJ

Inspection date	19/07/2013
Previous inspection date	15/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy their experiences because they choose from a wide range of activities provided by staff, both indoors and outside, many of which they select for themselves, and that complement their experiences elsewhere.
- The relationships between staff and children are good. Staff are warm and responsive and so children feel secure and their needs are very well met.
- Children are happy, engaged and well behaved. Parents are very happy with the activities on offer and the flexibility the club offers.
- Staff reflect and evaluate their practice in order to ensure continuous improvement for the club. They involve children, parents and the staff in this process.

It is not yet outstanding because

- Children do not yet have the freedom to choose whether to play inside or outdoors throughout the session.

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 staff and children engaged in activities in the main hall and in the outdoor play area.
- The inspector had discussions with the manager, staff and children.
- The inspector sampled a range of documentation including children's new assessment records, planning and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Karen Molloy

Full Report

Information about the setting

Teamy Brookland was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Brookland Primary School in North London and is privately managed by 'Teamy'. The after school club serves the host school and nearby St Theresa's School. Children have access to the dining areas, school hall and playground. The club opens Monday to Friday from 3.15pm to 5.50pm, term time only. There are currently 362 children on roll, of whom 39 are in the early years age range. The club supports children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs seven members of childcare staff, as well as a volunteer. Of these, three 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 opportunities for children to have the freedom to choose whether to play inside or outdoors throughout the session, in order to further promote their learning and well-being.

Inspection judgements

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

Children are happy and settled at the club. They enjoy a wide range of activities both indoors and outside, which ensures they are busy and engaged. Children have lots of freedom in what they do, which enables them to relax after their busy day at school. Staff demonstrate a good understanding of how to promote children's learning and development. They have recently reviewed their system for observations and assessment and are working to get these established. Currently, staff gather information about children when they first start through an 'all about me' format. This gives them a good insight into their individual needs and encourages parents to be involved in their child's learning from the outset. Staff interact with the children positively and in turn, children are confident to approach them. Staff are always on hand to chat to children about their day at school, join in with a game and listen to what children want. They make sure children have access to the tools they need or request, but sensitively stand back to allow children to play and explore independently too. Many of the children attend the club regularly and form friendships with each other. Consequently, they are settled and comfortable in their environment.

Children have the opportunity to be involved in a wide programme of activities. Resources are well organised to enable children to make independent choices, which they do. In addition, each day offers a different focus such as Zumba, football, cooking and art. Children report that they really enjoy these activities. Children's communication and language development is well promoted and they are confident when communicating. Staff are involved as children play, listening with interest to children's ideas, news and thoughts. Children's imagination is supported well and as they fill their shopping basket and take it to the till, they tell the 'shop keeper' 'I would like all of these please' whilst another member of staff talks into their 'walkie-talkie', informing customers 'one more minute then we will be closed'. The 'customer' thanks the staff and leaves with their goods.

Teatime provides a sociable occasion for all the children to be together and chat in a relaxed way. Their independence is further encouraged as they help give out the food and lay the table. Two tea monitors are chosen each day to help organise teatime, which gives them responsibility and skills for future learning. Children's creative and fine manipulative development is encouraged and they choose beads and various strings to make bracelets and necklaces; they concentrate well as they thread and make their choices. Art club and art competitions provide further opportunities for children to use a variety of media and materials creatively. Children bring in an item they have made at school and use the club resources to complete this, cutting out pieces of card to make sides for it. Additional activities such as bingo night and a treasure hunt contribute to the children's experiences.

Children's physical development is promoted effectively. They use the outdoor area through planned sessions. Both the infant and junior playground are used to ensure there are appropriate and interesting challenges for the older or more able children, whilst still ensuring the safety of the younger ones. Children use the climbing equipment and are very able and adept at using the monkey bars to move along and swing around. Staff are enthusiastic in playing bat and ball games with the children and practising catching and throwing skills. Children have space to run around freely outdoors and also have use of the indoor hall for physical play. Team games encourage children's social skills too they learn to take turns and play cooperatively. They learn to listen well to instructions as they move on and off the benches. Staff support children with additional needs very well and work effectively with parents and other professionals to ensure they are fully included in the life of the club.

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

Children are secure and settled because staff know them well and have a good understanding of their individual needs. Most of the children attend the host school or the nearby school, which aids their move into the club because they are familiar and comfortable in their surroundings. There is an effective system in place for settling in new children; they come for an induction visit with their parents and are shown around. They also practise the walk from the school to the club so parents can see how this works, and discuss the expectations and routine and of the club. Staff are sensitive and proactive in meeting children's emotional well-being. For example, staff have learnt sign language in

order to successfully communicate with children who use that as a method of communication. A key person system is in place and this continues to develop so staff can focus on their group of children, in order to plan for them individually. Children get along well with each other; they build friendships, chat freely and confidently with one another and share their stories. The 'all about me' form details information about children's family, special people and anything else they would like to share about themselves, thereby valuing their input. Staff and children develop friendly and supportive relationships and this contributes to their positive emotional well-being.

Children are learning about keeping themselves safe. Staff supervise their activities well and the premises are safe and suitably maintained. They know how to walk safely from their school to the club with staff and discuss safety issues with staff asking open-ended questions to check their understanding. Children develop a good understanding of a healthy lifestyle and manage their own hygiene and personal needs, for example, they wash their hands before eating and help themselves to a drink whenever they need one. They have regular opportunities for fresh air and exercise and participate in a variety of outdoor activities such as football, team games and parachute games. However, they do not yet have the freedom to choose to play inside or outdoors throughout the session. Children really enjoy being outside and staff ensure they drink plenty in hot weather and generally monitor their well-being. Children benefit from a filling and a generally healthy teatime, including fruit and sandwiches. Staff respond well to suggestions from the children and parents who have recently asked for different fruits, which staff are in the process of organising.

Staff are positive role models and children behave well. They are busy and engaged throughout the session so show no signs of challenging behaviour. Children are aware of the sensible rules, such as not running indoors and group time is used regularly to discuss and remind children of the boundaries. This is being extended to enable children to establish and display their own club rules and develop a sense of ownership. Their input is really valued as they are given questionnaires to gather their feedback about the club. Children are given much praise and encouragement and all these good practices help to promote their sense of belonging, confidence and self-esteem.

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

Staff have a good knowledge and understanding of how to keep children safe from harm. They are aware of the procedures to follow if they have a concern about a child's welfare and some have attended safeguarding training. Staff supervise the children well and children know to 'check in' on arrival at the club, where a member of staff signs them in and parents sign them out. Staff wear 'Teamy' coloured t-shirts so they are easily identifiable and risk assessments are carried out to ensure the environment is safe.

An induction process helps to ensure new members of staff are made aware of how the setting is organised and their responsibilities. An effective 'buddy' system works well as new staff shadow an established staff member for a couple of months until they are

familiar and confident in the setting. Staff have guidelines for employment including the use of mobile phones and timekeeping, thereby ensuring they are clear of the expectations. The manager and staff group is well established and they work hard to provide good quality care and learning opportunities. They meet informally at the beginning of each session to discuss the day-to-day issues and as a team termly to organise planning and any other topics. The manager also meets with staff from other clubs in the company to share ideas and good practice. Staff continue to attend further training to develop their knowledge and understanding. The manager and team reflect on their practice in order to highlight their strengths and identify any areas for development. They have a very positive approach to on-going improvement and they have recently completed the first part of 'The Bristol Standard for Play Provision' a quality assurance scheme which helps clubs to evaluate their practice and set targets for further improvement. The manager meets informally with staff to support and coach them, and identify training needs. The manager has nurtured this club since it began and is now ready to delegate and share the roles and responsibilities of the club in order to encourage staff's professional development.

Staff develop good relationships with others. They work closely with teachers within the school to support children. The head teachers speaks very highly of the club and this positive partnerships enables them to work together to promote the interests of the children and their families. Staff also find out what the children are learning in school and link this to activities at the club.

Staff form firm partnerships with parents. They share information informally with them at the end of each session and some information is displayed for parents. Parents input is valued as they respond to questionnaires and staff are receptive to their feedback, taking on their suggestions, such as more games for younger children. They purchased a parachute and have recently added sand and water to their resources. Parents receive newsletters informing them what is going on in the club and requesting certain items. This helps parents get involved in their child's learning and provides a valuable link between home and the setting. Time and private space is available to discuss any sensitive or confidential issues. Feedback from parents is positive and they comment on the helpful staff, their flexibility, and say how wonderful the club is. They say that their children want to attend even when they do not need the childcare and thank you cards demonstrate their appreciation.

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	EY391224
Local authority	Barnet
Inspection number	910997
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	39
Name of provider	Peter Matthews
Date of previous inspection	15/10/2009
Telephone number	07930 373 101

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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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