

# Middle Park After School Club and Holiday Playscheme

150 Middle Park Avenue, Eltham, London, SE9 5SD

<b>Inspection date</b>	16/08/2013
Previous inspection date	26/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Constant encouragement from staff enables children to excel and take pride in their work.
- Relationships are strong at all levels and children are learning to respect and tolerate each other's differences.
- The play scheme is warm and friendly and both parents and children benefit from the relaxed environment, which aids the children's emotional well-being.
- Children enjoy the range of activities throughout the day and have good opportunities for outdoor play. Staff support children well, engaging in their play and ideas.

### It is not yet outstanding because

- The range of activities for children to select for themselves is not always planned carefully enough to develop children's independence and build on what they know and can do already.

## 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 sought the views of parents through discussion and by sampling questionnaires they have completed.  
The inspector spent time observing practice and interaction between staff and children and discussed planning and assessment to ascertain children's achievements.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a sample of children's documents, procedures and records.

## Inspector

Adelaide Agyemfra

## Full Report

### Information about the setting

Middle Park After School Club and Holiday Playscheme registered in 1998. It operates from Middle Park Community Centre in Eltham, in the Royal Borough of Greenwich. All children have access to an outdoor play area. The club is open each weekday from 7am to 9am and 3.10pm to 6pm during school term time. During school holidays it is open each weekday from 9am to 5pm. There are currently 62 children on roll, of whom eight are in the early years age group. Children attend for a variety of sessions. The club employs seven members of staff. Six of the staff, including the manager, hold appropriate qualifications.

### What the setting needs to do to improve further

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

- enhance children's independence skills during art and craft activities.

### Inspection judgements

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

Children take part in a variety of exciting activities, which help them learn and make good progress across all areas of learning. Staff make good use of the outdoor environment and the hall, which helps children to develop their physical abilities. The home corner provides children with an area to learn about diversity as they play with their dolls and work as a team. Management and staff work in partnership with parents to meet the needs of the children as they regularly share information. Staff gain good information from parents when children first start at the club and through daily verbal communication. This, along with regular observations, helps the staff to plan for all the needs of the children.

Children are making good progress within the Early Years Foundation Stage and they are interested and motivated learners. They are supported by staff who understand how children develop and learn and use a range of open-ended questions to stimulate the children's natural curiosity. For example, during a card and envelope making session, children hold conversations with adults as they decide on the exact type and design of card and envelope that they want to make. Resources are well organised and cover all areas of the curriculum. These are used well by the staff to encourage children to progress in all areas of their learning and development.

The environment is enabling for the children as they have a good range of experiences and activities to explore. Staff's engagement with children is good, as they support them well throughout their play and exploration so they are motivated and engaged. For example, out in the garden, children push a doll's buggy around and engage in make-believe play, talking to the doll as they take turns to visit different stations in the playground. Children enjoy this very much and repeat their play inviting the response of staff. This aids their social interaction as they develop positive relationships with other people. Older children enjoy a game of football and this positive interaction and interest in learning to work as a team, helps children to be ready for life outside of the club.

Staff set out activities for children to explore on the table or floor and there are containers of toys where children can reach them, enabling them to choose what they would like to play with. All equipment is age appropriate so that all children can access exciting challenges which help them develop at their own pace. Some children enjoy playing on the computers in the computer room, while others play a game of football outside. These different activities help to extend children's ideas. However, during activities such as painting, staff sometimes hinder children's creativity, limiting their opportunities to choose resources themselves and find out what might happen if only specific colours are used for a desired effect. The hall is bright and children's work is attractively put up on display on a line and on boards, for example decorated slippers, sandals, brooches and balloon lanterns. Consequently children take pride in their work and their learning environment.

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

Staff praise and encourage children's behaviour during the day, which adds to children's confidence building and creates a productive learning environment. Children have good opportunities to gain independence skills, for example by clearing and cleaning up after themselves.

When children play out in the garden, they use their bicycles safely, using obstacles and carefully negotiating space. Most children show high levels of confidence. They are secure and settled. This is because they have developed warm and caring relationships with the staff. Children behave well because good rules are in place to promote positive behaviour. For example staff talk with children and ask for any ideas if conflict does occur and staff refer to a diversity poster in the hall to help the children learn about inclusion.

The club's open door policy, gives parents the opportunity to come into the club at any time to discuss matters with the manager or staff. This ensures that parents and their children feel safe and welcome and helps to build strong links with parents and carers. Staff help children to learn how to assert themselves calmly or seek help if they have any problems. Children's self-help skills are good and they look after their own personal care regarding toileting and hand washing. During lunch, staff discuss with children about eating healthy food options, like having fruit and water instead of crisps and fizzy drinks.

Regular outings and a visit to watch a film with members of staff develop children's understanding of how to keep themselves safe when outside the club. Adults use clear and age-appropriate strategies when children find it difficult to share on the computer by distracting the child to get involved in another activity of their choice. Adults encourage teamwork and talk to children about the importance of being friends with each other.

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

Leadership and management are strong. The management team places a high priority on ensuring that staff have a good understanding of child protection and safeguarding procedures. They achieve this by regularly updating staff training and therefore staff show a good commitment to safeguarding children. Staff demonstrate good knowledge of the possible signs and symptoms that may indicate concerns about a child's welfare and what to do if they have any concerns. This helps to protect vulnerable children, aiding their safety and well-being. Established members of staff and updated procedures in the club help to keep children safe. For example, both metal gates leading onto the main road remain closed throughout the day. Two members of staff remain at the entrance of the main door to the hall, while children are in attendance to ensure that children keep safe at all times. Only parents and authorised adults collect children from the club, which also contributes to children's safety and well-being.

Management is committed to providing a good quality, flexible service for children and their families. There is a robust recruitment process in place to make sure staff have the qualifications and skills to promote children's learning and welfare and to ensure their suitability to work with the children. The manager closely monitors performance both informally, by working alongside practitioners and more formally through regular supervision and appraisals. Ongoing professional development is seen as a priority in helping to ensure that the club has an experienced, well-trained and qualified team. Members of staff comment positively on the ability of the manager, who inspires them to work as a cohesive and effective team.

The management and staff undertake ongoing risk assessments. This results in staff having a full knowledge on how to implement safety precautions to minimise the potential hazards to children in the club. Staff meetings, discussions and observations are used to identify relevant areas of improvement and help management to set targets to further staff performance and their service. This has a positive impact on children, as practice is good.

### **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

<b>Unique reference number</b>	509632
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	826219
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Middle Park Community Centre Committee
<b>Date of previous inspection</b>	26/03/2012
<b>Telephone number</b>	0208 850 2638

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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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