

# Simplyplay@St Mary Magdalene

St. Marys Primary School, Kingsman Street, LONDON, SE18 5PW

## Inspection date

Previous inspection date

18/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children happily play with their friends and have positive relationships with the staff, which results in children feeling a strong sense of belonging.
- Children enjoy the benefit of spacious outdoor play areas giving them plenty of opportunities to be physically active with a variety of games
- Staff are suitably qualified and are committed on updating their skills and knowledge through attending various courses.

### It is not yet good because

- Staffing arrangements do not consistently support young children well.
- Staff do not fully complement children's learning by making effective links with the nursery and reception teachers and there is a lack of resources to support children's literacy as well as areas where children are able to relax and unwind after school.
- Self-evaluation is not effective in identifying the weaknesses in the provision and does not take into account the views of parents or children.

## 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 held discussions with the supervisor and the manager. She spoke to the staff, children and parents.
- The inspector observed children in the play and during snack time.
- The inspector looked at the planning and children's records.
- The inspector checked evidence of suitability and the clubs documentation including policies and procedures.

## Inspector

Gillian Cubitt

## Full Report

### Information about the setting

Simplyplay@ St Mary Magdalene registered in 2013. It is one of four clubs owned by the same provider in the London Borough of Greenwich. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from school premises in Woolwich. It is close to all main public transport links and there are parking facilities nearby.

The club provides care for children who attend the school from the nursery class to the end of the primary school year. Children have access to two group rooms and an enclosed outside play area. At present there are 32 children on roll, of these twelve are in the early years age group. The club operates Monday to Friday during term time, from 3.15pm to 6pm. There is currently a team of three staff, all of whom hold childcare qualifications.

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

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

- ensure staffing arrangements meet the needs of the children at all times; with regards to the deployment of staff
- implement effective systems for self-evaluation and foster a continuous improvement to ensure all requirements, and the needs of children are met at all times.

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

- complement children's learning, who are in the early years age group, by making stronger links with teachers to find out what children are learning during their school day
- develop areas where children are able to practice their literacy skills as well as to relax and unwind after school.

## Inspection judgements

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

Children arrive enthusiastically and are happy to play with their friends. Staff have a basic knowledge of the Statutory Framework for Early Years Foundation Stage and they are developing systems to follow their progress. They have a broad approach to planning, concentrating on activities that help children to make friends. However, staff are not yet making links with the teachers of the school to enable them to complement what children know and have learnt at school. Staff have started to conduct observations of children while they play although these are not utilised to challenge children in their activities. Occasionally, staff plan activities that are adult-led, such as making chocolate pretzels which children enjoy sharing the task of mixing chocolate. However, the majority of the play is organised through child-initiated activities, meaning staff miss opportunities to extend children's learning.

Children enjoy physical activities both indoors and outside and have plenty of space to freely move around. They play games, such as football and using small equipment such as bats and balls. They develop their social skills as they dress dolls and explain they are giving babies fresh air as they wheel them around in pushchairs and prams. Children become creative with small world play dolls and explain how 'Spiderman' drives his car and 'Superman' flies. Some children use dressing up clothes, such as yellow hard hats and high visibility jackets, as they talk about going to work. However, staff do not continuously encourage children's language skills by questioning them during their play activities. Some children enjoy building puzzles in a quieter area, however, there is a lack of cosy places for children to relax to look at and read favourite books. There are also few opportunities for children to use creative materials, paints and crayons to express themselves and practice their writing.

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

The premises are welcoming to children and their families. It is an attractive classroom set in a secure school environment. Children are able to help themselves to a selection of toys and resources that generally support their play. All children attend the same school and many have made friendships during their school day. As a result, children settle very quickly because they feel confident in their surroundings and they relate well to responsive staff. Children's records also demonstrate that staff adhere to children's dietary and medical needs.

Children are beginning to learn to be safe as staff remind them to be careful of others when running around, kicking and throwing balls. Children have behaviour rules displayed, which help them understand expectations and boundaries. They are encouraged to share, take turns and be kind to one another. Children willingly help to tidy toys away to keep spaces clear and staff carry out daily risk assessments. However, the deployment of staff does not consistently support children's well-being. For example, staff spend time either preparing snacks or administrative duties instead of being actively engaged in supporting the children's in their play.

Children eagerly enjoy being active in their outside play areas which supports their physical health. Snack time is a social occasion where children sit around the table and

chat to their friends. They enjoy their teatime pancakes together with a selection of fruit and they freely help themselves to fresh drinking water.

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

Staff and management have a sufficient understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Appropriate recruitment and induction procedures are in place to provide the club with suitable staff. Staff have a satisfactory understanding of their responsibilities to protect children and know whom to contact if they have any concerns. A wide range of policies and procedures are in place, including appropriate records for recording any accidents or medication given. These are available to parents and inform them of the service provided, which helps the club to maintain an adequate provision for the children. Staff have a sufficient understanding of the responsibilities in meeting the learning and development requirements. For example, they have started to implement observations, assessments and planning to provide activities to meet the children's needs.

Staff are appropriately qualified and they have opportunities to attend courses to develop their knowledge and skills. For example, by attendance of a health and hygiene course as well as first aid. Procedures for managing staff are in place. They attend staff meetings and there is a system to conduct appraisals. These help to identify relevant training and development needs, which in turn help to improve staff's practice.

The manager and staff are in the process of identifying their strengths and weaknesses to improve outcomes for children. However, due to the sudden increase in the number of children who attend the manager has yet to organise the effective deployment of staff to benefit the children. In addition, they are not reflecting on their practice sufficiently to identify weaknesses and areas for improvement to enable them to meet children's needs well. They are also not yet involving parents and children in the evaluation process to make improvements.

Management and staff are aware of the role of other professionals in order to support appropriate interventions so that children receive the support they need. There are satisfactory links with the school that children attend and staff have met the teachers. However, staff do not ensure they know the learning and development stages of all the children who attend the club who are in the early years' age group. This means staff cannot fully complement the activities the children are learning at school, at the club, to increase their learning. Staff have sound relationships with parents. They are beginning to communicate with parents about their children's development and welfare needs. Parents generally comment favourably on the club and state that their children enjoy attending.

### **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>	EY459764
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	905937
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	32
<b>Name of provider</b>	MJS Simply-Play Ltd.
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07986953706

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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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