

Orchard After School

St. Marys Infant School, West Street, CARSHALTON, Surrey, SM5 2PT

Inspection date

Previous inspection date

14/10/2013

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	1
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 settle extremely well because of the exceptional partnerships with the school that the children attend.
- Children with special educational needs and/or disabilities make rapid progress due to staff's close attention to children's needs, working in partnership with the school and parents, prior to starting at the setting.
- Staff show commitment and enthusiasm for improving their skills and knowledge of the learning and development aspects of Early Years Foundation Stage for the benefit of the children.
- Managers make best use of self-evaluation to focus on further improvement, which benefits the children's welfare, learning and development.

It is not yet outstanding because

- Areas where children read books and relax are not always inviting and comfortable.

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 activities in the playroom and in the playground.
- The inspector spoke to the manager, staff and the children at appropriate times.
- The inspector looked at a range of documentation including a selection of children's learning journals, planning and policies and procedures.
- The inspector had a discussion with some parents and took account of their views.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Orchard After School opened in 2009 and was re-registered in 2013 due to a change of company name. It is a privately owned setting. The setting operates from St Mary's School in Carshalton, within the London Borough of Sutton. Children have use of a self-contained classroom at the rear of the school as well as the school hall and library. The school playground is available for outdoor play.

The setting provides after school care for children who attend St Mary's infant and junior schools. It is open from 3.15pm to 6pm each weekday during term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 24 children on roll. There are four members of staff, two of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- promote children's well-being further by providing more comfortable areas for them to relax, read books or play quietly after busy activity sessions.

Inspection judgements

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

Staff have an excellent understanding of how to observe and assess children to monitor their progress. Staff base their observations on children's interests as well as their current school projects. They provide thoughtful planning for each child and this means children enjoy and benefit from stimulating activities which they look forward to after school. For example, children are learning about time at school so staff provide a good range of creative resources such as coloured paper, card, scissors, glue and pins to make clocks. This enables children to develop their ideas and creativity in art whilst building on their knowledge of how numbers relate to time. Children occupy themselves well by freely selecting activities from the resources available. They role-play with small superhero toys and make their own constructions from a variety of interlinking bricks and tubes. They chat confidently to each other about the skills of their superhero, which shows their creativity and imagination. Children's personal and social skills are particularly strong. They make friends easily as they all come from the same school. This gives them confidence to extend a warm welcome to visitors.

Children show their expertise using computer programmes, which engage their minds in

problem solving as well as improving children's understanding of letters and sounds. Staff allow children to improve their physical development by providing a very good range of resources such as scooters, bats, balls and hoops. Staff encourage children to play games with rackets and balls helping children's coordination skills. They also encourage children to problem solve and use their initiative using resources such as hoops. As a result, children learn to spin hoops to each other, as well as using them for skipping and jumping. Children take opportunities to write regularly, eagerly showing how they write their names on their work. Staff involve children and parents in their progress at all times. Children have their own folders where they store and review their work. Parents also have access to children's learning journals so they are able to share with staff their children's progress at any time.

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

Children play with a wide range of good equipment and resources. Staff organise themselves well to ensure that all children receive plenty of support and supervision. All children have the attention of caring staff who have the children's individual needs at the forefront of what they do, so that children form secure emotional attachments to both their school friends and staff. Children engross themselves in the activities and respond well to staff; therefore, they behave very well. Staff support and promote positive behaviour at all times by enthusiastically acknowledging children's particular achievements. They value children's ability to design and complete activities and they welcome children's willingness to clear a table for snacks. Consequently, children have a high level of confidence and self-esteem.

The children are well aware of the routines to keep themselves safe. For example, children learn the club rules, which are on display. Children know they must not run indoors as they may trip over and they show awareness of others when whizzing around on scooters. Staff regularly review how they utilise the areas in the room to provide children with a good range of resources, which are accessible. However, the location of the book area close to the door does not invite children to sit and relax after busy activities.

Children have good opportunities to develop their physical skills and enjoy rigorous exercise in the fresh air. The vast variety of outside play resources, draw children to the more physically challenging activities in the playground. They jump and skip in the fresh air. Staff also participate, which further helps children enjoy their play and exercise. Staff raise children's awareness about being healthy by asking them for suggestions on what foods they like best. Children either say or draw their favourite meals and staff discuss the benefits of these. A bright attractive menu reflects children's preferences and staff include these in afternoon snacks. Children adopt good hygiene practices with the help of gentle reminders from staff. Children serve themselves drinks of water or milk and relish the independence of choosing hot toast and different toppings such as jam or cheese. Fresh fruit is also available which contributes to children's healthy diet.

The key person system is working well to support all children in the setting. Some staff also work at the school that children attend which further promotes children's wellbeing.

Staff attend open evenings to introduce the service and to aid children's settling in process. Children and parents enjoy completing the 'All about me' information where children draw pictures of their favourite toys and activities. This also underpins children's starting points, which staff effectively follow through to give children a smooth change over from the structure of the school day to the more free flow activities of the afterschool club.

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

The club is a well-established business who's management team strive to provide a high quality service. The club was recently reregistered as a limited company to reflect the level of professionalism of the service. The managers constantly review their practice to enable them to act on changes to improve the provision. Therefore, they make best use the revised Statutory Framework for the Early Years Foundation Stage to support children after school. Clear recruitment and induction programmes are in place to ensure all staff are vetted and suitable to work with children. Furthermore, staff receive good advice and training through supervision and appraisals, to develop their professional role within the setting. This means that children's care, learning and development has the full support of a motivated staff team.

Self-evaluation is ongoing and reflects practice. The manager regularly up-dates the Ofsted self-evaluation form, based on the views of parents, children, and teachers together with information from the staff and management meetings. This shows their good progress and their priorities to drive improvement. This is particularly with regard to the monitoring of the effectiveness of the observation, assessment and planning systems, and ensures that all children benefit from the additional activities that complement what they are learning at school. The safeguarding policies and procedures are very clear and managers ensure that staff understand their individual responsibilities to protect children. Staff are able to access safeguarding contact telephone numbers easily and are confident to do so. Staff also follow secure procedures to keep children safe. A staff member opens and closes the main gate and a staff member monitors the internal door where children and parents sign in and out. Staff are rigorous in their assessments of risk to ensure the environment and resources are safe and suitable for children.

Staff and parents work very well together in partnership. Daily conversations with parents together with survey questionnaires enable parents to give their opinions. All parents know that if they have any concerns they are able to address them in a more formal way with the manager at any time. Parents comment in the surveys of the 'excellent' work staff provide. Parents also say how much their children enjoy attending the club and do not want to go home when parents come to collect. The exceptional relationship with the Early Years Foundation teachers at the school means that the club is able to provide continuous provision for all children. In particular, children with identified special educational needs and/or disabilities benefit from being in a fully inclusive provision.

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	EY462640
Local authority	Sutton
Inspection number	913630
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	17
Name of provider	Orchard Childcare Limited
Date of previous inspection	not applicable
Telephone number	07981991894

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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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