

Children`s House After School Club

Pitshanger Lane, Ealing, London, W5 1RP

Inspection date	27/11/2013
Previous inspection date	23/09/2011

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 develop warm relationships with the staff. They are happy to be collected from school and enjoy the range of activities available for them.
- Staff have a strong understanding of safeguarding children. Therefore, they effectively identify and respond to potential hazards, prioritising children's safety and welfare.
- Staff effectively plan a wide variety of activities to suit the needs and interests of all the children attending the after school club. As a result, the provision supports the learning of all children.
- Parents speak positively about the staff. There is an effective key person system in place, which successfully supports children's emotional well-being.

It is not yet outstanding because

- At times, some of the play equipment and aspects of some activities do not fully support the needs of younger 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 had a tour of the premises.
- The inspector observed children's activities and play in the different areas of the provision.
- The inspector took into account the views of the parents.
- The inspector sampled key documentation and children's records.
- The inspector discussed aspects of safeguarding children and the setting's self-evaluation with the provider.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Children's House After School Club registered in 2000. It is located in North Ealing Primary School, which is set in a residential area in the West London borough of Ealing. It operates from the ground floor of the 'school house', which has been remodelled and refurbished for use by the school and the after school club. The club also has use of the school playground and school hall. The club serves children attending the school. There are nine children on roll in the early years age group. Children attend for a variety of sessions. The club operates Monday to Friday during term time only from 7.45am until 8.50am, and 3.15pm until 5.45pm. Four full-time staff are supported by four part-time staff who work directly with children. Half of the staff have early years qualifications to level 2 or higher. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance activities and the range of play equipment so that they are consistently suitable for young children and support their learning and development further.

Inspection judgements

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

Children enjoy the time they spend at the afterschool club and are pleased to be met by staff from their classrooms at the end of the day. Staff provide a wide range of educational and fun activities for children across all areas of learning with a good mixture of adult directed and child-initiated activities. This complements their learning after a day at school well. As a result, children of different ages play well together, and their interactions with the staff and each other enhance their learning opportunities.

Children settle quickly into an activity of their choice. They enjoy making play dough with the help of the staff, once the play dough is made, children use their imagination to extend their own learning, such as making a volcano. The staff use a variety of good teaching strategies to help children learn. For instance, when a child shows an interest in imaginative play, staff uses questions and provide additional materials and resources to promote language development and thinking skills.

All children display high levels of involvement and there is a sense of purposefulness as they play because staff plan activities considering their interests. For example, children make Christmas posters as part of a competition. Some children use the opportunity to make Christmas cards for their families too. Therefore, children are happy and are

motivated to engage in activities that promote their learning. However, some of the play equipment and at times activities provided do not fully support the needs of younger children. As a result, there are sometimes missed opportunities to extend children's learning. For example, during a physical activity in the hall using hoops a young child finds it hard to manoeuvre the hoops because they are too big. Later on, the staff instruct the children to skip using the hoops, which the child cannot do.

Children feel proud of their achievements because staff are kind and help children be enthusiastic about what they do. Staff give children meaningful praise for their efforts and good attitudes to learning. As a result, children feel safe in their relationships and confident to take risks in their learning. Staff have high expectations of all children and provide the correct balance between teaching and giving children space to make choices. This enables children to take ownership of their learning.

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

Children develop warm relationships with staff, which enables them to form secure attachments and promotes their well-being and independence. There is an effective key person system in place, which helps children feel secure. Children form good friendships with each other and develop their social skills well. Children are effectively supported through change, because staff are sensitive to the children's needs and work well in partnership with parents. Children demonstrate that they feel safe and secure because they are able to share concerns with their key person and other adults. As a result, children's secure bonds with staff ensures they are emotionally well prepared for change.

The calm and relaxed atmosphere contributes towards children's good behaviour. There are consistent rules and boundaries in line with the school, which effectively supports children's behaviour and promotes their safety. Staff value the children well, for example, by displaying the children's artwork, which promotes their good sense of belonging. Children make independent choices about what they want to do and when. For instance, children eat in small groups, which enables them to continue with their activities and choose when they are ready to have their tea.

Children learn to be healthy as the staff provide a healthy and well-balanced tea menu, which includes fresh fruit. Children demonstrate they understand the importance of washing their hands before eating, and independently manage their self-care skills. Children benefit from being physically active indoors, such as doing star jumps and developing their balancing skills. Children use the school's outdoor areas, providing them with good opportunities for fresh air, and to develop their large physical skills further. This promotes children's well-being and good health effectively.

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

The manager understands her role in meeting the learning and development requirements well. She has developed a good system for the assessment of children's development at the club. This includes gathering information from parents and working together with them and the school to support children's learning consistently. As a result, the club complements what children learn at school as well as providing a relaxed fun atmosphere for them. The educational programmes reflect children's interests and their needs. Therefore, the club helps children to successfully take the next steps in their learning.

The manager and her team have a good understanding of safeguarding children and the legal requirements of the Statutory Framework for the Early Years Foundation Stage. Staff prioritise the safety of the children at the club and effectively identify and respond to potential risks to their safety. For example, as children play a physical game staff notice that the hall floor is slippery so they re-direct the game to make it safer, and remind children to be careful. There are robust policies and procedures in place, which support the efficient running of the provision. Staff have a good understanding of the safeguarding policy and know what action to take in the event of concerns arising about a child's welfare. Staff have first aid training, which means staff are able to respond to children in an emergency and treat minor injuries appropriately. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. This helps to ensure children's welfare and well-being is effectively safeguarded.

The provider evaluates practice taking into account the views of the staff, the parents and the children. Their views are gathered through regular staff meetings, ongoing discussions with children and opportunities for parents to talk openly to staff. The registered provider has a strong drive to improve the after school club and has a clear plan that supports continuous improvement over time. Furthermore, the provider receives support from the Local Authority professionals, who also provide feedback and guidance on training.

Effective partnerships with parents' means there is good sharing of information between the home and staff. Parents' speak very positively about the after school club, stating they feel confident that their children are being looked after well by staff and have a good time. In addition, there are strong links with the school, enabling the provider, manager and staff to develop good lines of communication with the teachers and school staff. As a result, they are able to support children's overall development consistently.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	152924
Local authority	Ealing
Inspection number	814174
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	35
Name of provider	Susan Murphy
Date of previous inspection	23/09/2011
Telephone number	07976273896

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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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