

St Peter's breakfast and After School Club

St. Peters RC Primary School, 42 Crescent Road, LONDON, SE18 7BN

Inspection date

Previous inspection date

13/02/2014

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

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

- Strong partnerships with the school ensure staff support children's learning effectively.
- Staff provide a broad range of well planned activities which children enjoy.
- Staff effectively promote children's personal, social and emotional development through well organised routines and activities.
- Children of all ages play well together, creating a family atmosphere.

It is not yet outstanding because

- Although books are available for children to choose, staff do not always encourage children's use of books for pleasure by setting out the book area with cushions for children to relax and enjoy a variety of literature on a daily basis.

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 club hall and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector observed the children with staff, discussed their progress and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full report

Information about the setting

St Peters breakfast and after school club is a childcare provision, which was previously registered on the early years register in 2007, as a limited company. It registered again in 2013 as a private individual and operates from one large hall and various rooms within a school premises. The breakfast and after school club is situated in the residential area of Woolwich, within the London Borough of Greenwich. There is an outdoor play area. The breakfast and after school club is open each week day from 7.30am until 8.45am, and 3.15pm until 6pm school term time only. The breakfast and after-school club is also registered on the compulsory and voluntary parts of the Childcare Register. Children attend from the age of four to 11 years. The breakfast and after school club has a team of seven staff including the provider who holds a BA in Early Years and Early Years Professional Status. Four members of staff hold appropriate early years qualifications, one member of staff is working towards a level three qualification and one member of staff is unqualified.

What the setting needs to do to improve further

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

- further promote children's literacy skills by providing a broader range of literature in a comfortable area, where children can relax and use books for pleasure.

Inspection judgements

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

Staff provide a good educational programme which successfully promotes all areas of learning. They work closely with the school to ensure the work of the club complements children's learning in school. Staff achieve this by taking turns to work in the reception class one day per week to observe the children who attend the club. This enables them to discuss children's progress with teaching staff effectively. Staff use this information to aid their planning, including the topic themes of the school. Staff implement the key person system well and keep records of children's progress. They make observations of children during play and link these to the areas of learning. Staff identify children's individual learning needs and plan activities which support them effectively. Staff share information with parents on a regular basis about children's progress and the events of the day. Staff encourage parents to visit the club before their children begin so that they can find out about children's needs and interests. Staff encourage children to develop their independence and make choices of toys during play. They provide a good balance of free-play and adult-led activities during indoor and outside play. For example, children enjoy the art activities and explore a variety of textures as they use materials, glitters and glues to create their pictures and Valentines cards. They make choices of games, puzzles and

construction sets, which they use together, developing their mathematical problem solving skills. Staff also play board games with children and use mathematical language well to support children's learning. Children enjoy drawing, writing and develop their literacy skills as they complete simple word searches. They have opportunities to choose books, however staff do not take every opportunity to encourage children's literacy skills as a dedicated book area with cushions for children to relax and enjoy books in comfort is not always available. In addition, children have fewer opportunities to use a broad range of literature to further promote their literacy skills such as information books, magazines or story sacks with props for example. Staff provide planned sessions in the computer suite on a regular basis, enabling children to learn about technology. Staff encourage older and younger children to work together so that older children can show younger children how the computer programme works. Younger children interpret the world around them as they play imaginatively with dolls houses, cars and road mats. They re-enact real life events as they play in the home corner with dolls and imitate cooking with the pretend food sets. Staff provide fun events such as movie nights and face painting sessions. Staff talk to children constantly, asking them questions about what they are doing, encouraging them to think about how they can do things and make choices. Children show good speaking and listening skills and follow staff instructions well. Children are busy and make good use of their learning environment while being supported well by staff.

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

Staff and children have good relationships. Children are happy and settled at the club. They play well together creating a family atmosphere. Staff encourage children to share and take turns during play. Staff effectively promote children's sense of responsibility during daily routines. For example, all children know to put away toys after use. They take turns to help staff set out the tables for snack time and to wash up afterwards. Staff have clear expectations of children's behaviour to promote children's safety and well-being. For example, children put on their coats and line up to go outside and staff remind them to walk sensibly down the stairs. They line up again to come inside and wash their hands before snack time. Staff give children lots of praise for their positive behaviour and use reward charts with stickers to further encourage children's positive achievements. Staff hold regular evacuation drills so that children learn about what to do in an emergency. Children show a strong sense of belonging as they make a point of saying goodbye to their friends and staff when they go home.

Staff are aware of children's individual dietary needs. They offer a variety of healthy foods for children before and after school and display menus for parents. Children have made their own placemats and enjoy the foods offered. They benefit from a relaxed meal time where they talk with staff about the events of the day. Staff implement good hygiene standards at all times. They support children well in developing their personal independence. Staff help children adopt healthy lifestyles through regular opportunities to enjoy outside play. Children develop their physical skills as they play football, skipping and use hoops. They develop their coordination as they run around and use wheeled toys together. Overall, staff show high regard to promoting children's personal, social and emotional skills during play and everyday routines. This helps children to become

independent and prepare them for their next stage of learning.

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

Good systems are in place to help safeguard children and promote their welfare. Staff have attended relevant safeguarding training and implement the safeguarding procedures successfully. All staff complete vetting checks regarding their suitability to work with children. They complete induction training and on-going systems of appraisal. Staff maintain records of the children in their care effectively. They also keep records about staff and visitors to the club, promoting children's welfare. Staff show high regard to promoting children's safety. They complete daily safety checks and regular risk assessments relating to the premises, equipment and activities. Good daily routines help children to use the club facilities in a safe manner. Staff ensure toys and equipment are well organised and suitably maintained. This means that children can make choices during play and develop their independent learning skills.

Staff provide a welcoming learning environment with displays of children's art work and information for parents. Strong partnerships with the school enable staff to plan the educational programme so that it complements and helps to extend children's school learning. Staff collect younger children from their classrooms, enabling them to gain information about the children's day. Parents are provided with a variety of information and staff make time to chat when children are collected. This promotes a good three-way flow of information between the parents, club and school staff teams and effective consistency of care for children. Staff offer a parents pack which contains written information about the setting and their policies and procedures. Parents spoken to at the inspection stated that they are happy with the service and that their children are happy too. They report that there is always lots of different activities available for children which they enjoy. Parents explain that they know all of the staff team and find the information they provide very helpful.

Staff are developing their systems of self-evaluation. They use a variety of methods to evaluate the quality of their service on an on-going basis. They identify their strengths and areas that they plan to improve over the next term. This means that the cycle of evaluation is successfully embedded in staff practice. Staff work well together, ensuring children are supervised effectively at all times. They make good use of the time that children attend as they are well organised and know their responsibilities. As a result, the session flows seamlessly and children benefit from a calm, relaxed atmosphere.

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	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	EY462302
Local authority	Greenwich
Inspection number	928510
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	25
Number of children on roll	33
Name of provider	Olanrewaju Adegburin
Date of previous inspection	not applicable
Telephone number	07943473197

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

