

Schools Out Club Belleville

Belleville School, Belleville Road, LONDON, SW11 6PR

Inspection date

Previous inspection date

25/02/2014

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

- Children form secure attachments with friendly staff so they explore their environment confidently. Safe recruitment and secure procedures check that all those working with children are suitable to do so. This means children's safety is effectively promoted.
- Children's learning at the after school club is complemented well because staff provide a range of activities that are linked to children's interests. Consequently, children continue to develop their knowledge and skills.
- Staff give clear instructions to children who listen and behave well. They have a good sense of keeping themselves safe and play purposefully.
- Children enjoy their time at the club and feel secure because staff work well together and provide a warm, welcoming and inclusive environment for them.

It is not yet outstanding because

- Staff do not present all resources in an inviting way, such as books. This means that children do not make the best use of some activities and resources.

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 the children and staff engaged in activities.
- The inspector looked at a range of relevant documentation including some policies and procedures.
- The inspector held discussions with staff and talked with some children and parents.

Inspector

Angela Ramsey

Full report

Information about the setting

Schools Out Club Belleville registered in 2013 and is one of five settings run by Balham Community Centre. It operates from Belleville Primary School in the London Borough of Wandsworth. The club has use of one class room, the school hall and the playground for outdoor play. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates a breakfast club from 7.30am to 9.10am and after school club from 3.30pm to 6.30pm every weekday, during term time only. The provider employs four qualified staff and one unqualified member of staff. There are currently 60 children on roll of whom, 30 are in the early years age group.

What the setting needs to do to improve further

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

- further develop the way in which some resources and activities are presented, for example, the presentation of books so that this area is more inviting to children.

Inspection judgements

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

The staff team meet the needs of all children well. The club is calm and organised because children and staff understand the routine and how sessions run. Staff know the children's individual needs well and support these. Staff are caring which helps children develop their self-confidence. Staff plan a variety of activities and learning experiences, both inside and out, according to children's interests and stages of development.

Overall, teaching is good. Staff support children well and use adult-led and child-initiated activities to extend children's learning, interests and critical thinking. For example, while engaged in a cooking activity a member of staff asked skilful questions about the ingredients. She also encouraged the children to use all their senses as they talked about the different spices and herbs they used to add flavour. Children used their physical skills as they chopped onions, added beaten egg and formed the burger shapes. With the help of staff to ensure safety, the children grilled their home-made burgers and then ate what they had made. The children commented on how 'delicious' their home-made burgers tasted. This demonstrated that the staff team planned an activity that interested the children and that they organised it effectively because all necessary ingredients and cooking implements were readily available for children's use.

There is a good range of resources available to support different areas of children's learning and development. The staff use the information from the observations and assessments to inform their planning. This ensures that staff are able to meet children's

interests and keep their play and learning focused. However, the way in which some resources and activities are presented does not entice the children to want to take part; for example, books are merely offered in a plastic container on a mat. These are not presented so as to be inviting to children.

Outdoor play is a firm favourite after the school day. Here, staff offer experiences that allow children to practise their physical and social skills as they take part in team games such as football. Some children also like to sing and dance and put on shows for their friends and staff to watch. These activities build children's confidence.

Staff undertake useful observation and assessment. They explain what children can do and what they need to learn next showing that they plan activities which support children in their learning and development. This process helps children make good progress. Staff encourage parents to share information about their children when they start at the club. Parents are kept up to date with their children's progress. Staff have formed good relationships with teachers. This communication helps to promote good levels of continuity and benefits children's all round progress.

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

Children attend from a number of schools. They demonstrate that they have all formed close relationships with each other because they play together cooperatively. Children's behaviour is good. Staff encourage good behaviour through giving explanations to which children listen. This behaviour supports children's personal, social and emotional development ready for the next stage in their learning. The staff team implement an effective 'key person' system whereby staff take responsibility for particular children. This system helps children feel emotionally secure.

Staff encourage children to take on suitable responsibilities, such as serving themselves at snack time. As children sit and eat they display good table manners and talk to each other, using their conversation skills. Staff help children live healthy lifestyles. For example, they are familiar children's dietary and health needs, which they meet well. Staff use snack times to promote healthy eating. They have undertaken suitable training which they use well to prevent the spread of cross infection and maintain children's good health.

The staff team has attended safeguarding training and are well aware of their roles and responsibilities in protecting children should they have any concerns. Staff support children effectively in learning about personal safety. For instance, they teach the children about staying in a particular area during outdoor play, so they can be supervised at all times. Risk assessments are comprehensive and detailed, identifying risks and the measures required to keep children safe. Children make friends and look after each other. These are valuable skills that children can use in the future.

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

The manager has a good understanding of her responsibility in meeting all the requirements of the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies and procedures including safeguarding and the procedure to follow if a child goes missing. Staff understand and implement these policies as needed to protect children. This shows that staff understand the need to provide a safe and secure environment for children, and they do this effectively. For example, staff complete daily checks on the premises and are deployed effectively, making sure children are supervised closely when in the outdoor play area. Staffing ratios are met at all times.

The provider has a robust recruitment and selection process. All staff have undergone suitability checks to make sure they are suitable to work with children. Regular training is offered which effectively supports good outcomes for children.

The manager and the staff team have a clear vision about the club and improvements that need to take place. Parents are kept well informed about their children's time at the club through daily conversations. This communication at handover time helps ensure continuity of care for children and means staff are able to meet their individual needs well.

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	EY467530
Local authority	Wandsworth
Inspection number	931113
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	64
Number of children on roll	60
Name of provider	Balham Community Centre
Date of previous inspection	not applicable
Telephone number	020 8673 4350

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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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