

Simplyplay@Windrush

Holborn College, Woolwich Road, LONDON, SE7 8LN

Inspection date	25/03/2014
Previous inspection date	17/05/2013

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

- Staff provide a broad and balanced variety of after-school activities that reflect all areas of learning.
- Children are very well behaved as staff promote well organised daily routines and clear expectations of children's behaviour.
- Good relationships between children and staff create a calm and welcoming atmosphere for children to play and socialise after school.
- Staff show high regard to promoting children's physical skills during indoor and outdoor play.

It is not yet outstanding because

- Methods of self-evaluation are not specific to the club and attempts to seek parents' views are in their infancy.

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 throughout the club and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff.
- 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

Simplyplay@Windrush registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four out of school provisions run by MJS Simply-Play Ltd. The after school club operates from Windrush Primary school located in Woolwich, within the London Borough of Greenwich. It is open each weekday from 3.15pm to 6pm during term time only. Children are accommodated in one room and have direct access to the school playground. There are 36 children in the early years age group on roll. The club provides for children who attend Windrush school and welcomes children who are learning English as an additional language. A total of four staff work with the children, including the manager who holds a relevant National Vocational Qualification at level 3 and two staff hold level 2 qualifications.

What the setting needs to do to improve further

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

- extend the use of self-evaluation so that the strengths of the club and areas for improvement are identified relating to this club rather than the chain of clubs run by the organisation and include the views of children, parents and staff.

Inspection judgements

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

Good systems are in place to ensure the needs of all children are met effectively. Staff provide a broad and balanced educational programme which promotes all areas of learning. They work with the school to provide activities which complement children's school learning and are mindful of creating a social club atmosphere where children relax and follow their own interests. Staff hold meetings with the deputy head teacher on a regular basis to share information about children's individual learning and developmental needs. Staff also liaise with class teachers on a daily basis so that they can respond to children's needs and interests effectively. Staff work as key persons so that all children are supported effectively when they begin. Staff also seek information from parents regarding children's needs and use this information as a starting point to measure their progress. Staff make regular observations of children's progress which are linked to the areas of learning. Staff use their observations to track children's progress in relation to their expected levels of development. They also identify children's learning priorities and provide activities to meet their individual learning needs. Staff plan a good range of activities and encourage children to develop their independent learning skills. Children are happy and settled. They play cooperatively and enjoy the activities. They show good language and communication skills as they use language to negotiate and solve problems during play. Staff support children well in developing their creative skills. For example,

they show children how to make paper flowers and children draw pictures and make cards for mother's day. This supports the development of their early writing skills as they make good attempts to write words and their names in their cards. Children are active learners and make choices of toys during play. Staff also encourage children to freely choose indoor or outdoor play. This enables children to be active or play quietly after school. Children enjoy being imaginative and use a broad range of small world toys such as cars and action figures to re-enact real life and imagined experiences. They also develop their understanding of the world as they use operational toys and computers, enabling them to develop their awareness of technology. Staff provide a variety of games, puzzles and construction sets that enable children to develop their methodical skills effectively. Staff are well organised, ensuring good use is made of the short time that children attend after school so that all areas of learning are successfully promoted. As a result, children are happy and purposefully engaged in play.

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

Children have good relationships with staff and each other. Staff provide a well organised club with established daily routines which help children to feel settled and secure. The key person system is embedded in staff practice providing children with appropriate support at all times. Staff encourage children to take responsibility for their learning environment and use the toys and equipment safely and put toys away after use. Children also take responsibility for their behaviour as they devise their club rules with staff. Children are developing strong friendships and learn good social skills as they mix with children from other school classes and year groups. They play cooperatively and share and take turns well during play. Staff effectively support children's awareness of behaving in safe ways, for example, they know to line up before going outside and participate in regular emergency evacuation drills.

Staff successfully promote children's physical development during outdoor and indoor play. This ensures that children have good opportunities to gain exercise and fresh air on a regular basis. Children show good physical control as they kick balls around cones and use hoops, bats and balls. They take turns to use the electronic dance game, coordinating their actions while singing along to the music. Staff also promote children's good health by providing healthy snacks after school. They encourage children to make choices of the foods they like to eat and develop their self-care skills by pouring their own drinks and making their own sandwiches. Staff ensure children's individual dietary needs are known and respected. Staff also encourage children's personal independence well. They show high regard to promoting good hygiene practice at all times. Children's personal, social and emotional skills are successfully enhanced through the club activities and routines; this enables children to develop their independence so that they are well prepared for the next stage in their learning. Staff share information with parents and teachers so that children's individual needs are catered for effectively. Children benefit from a well organised learning environment as staff ensure a good range of resources are easily accessible for children to choose each day. Toys and equipment are of good quality and are suitable for the age range of children attending. Staff also display photos of children

during play and a variety of information for parents.

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 completed relevant training in safeguarding so that they know what to do if they have any concerns regarding children's welfare. The provider ensures that appropriate recruitment and vetting procedures are in place so that staff's suitability to work with children is assured. Staff also participate in induction training and on-going systems of supervision and appraisal. This ensures that their ongoing suitability is monitored along with assessing their personal development needs. Staff keep accurate records relating to the children in their care. They ensure records of attendance for children, staff and visitors are maintained along with records of any accidents or medication administered. Staff show high regard to promoting children's safety as they conduct thorough risk assessments and safety checks on a regular basis.

Partnerships are good at all levels. Staff actively liaise with parents, the school staff and the local authority to ensure children's needs are met. This includes supporting children who have identified additional needs and those who use English as an additional language. Parents spoken to during the inspection explain that their children are happy at the club, they enjoy the activities and that they bring home lots of art work. Parents say that they feel that the staff are very approachable and that they treat all of the children very well. Parents explain that their children settle in well and that staff tell them all about their children's day. Staff provide a variety of information for parents including regular newsletters. Staff are developing their systems of self-evaluation. They have begun to seek parents' views through the use of questionnaires but have found that parents prefer to share their views directly. Staff attend termly meetings with the other three clubs run by the provider to evaluate their service and make plans for future development. However, methods of evaluation that relate specifically to this club are not fully established to ensure the views of children, parents and staff are used to shape the provision to meet their needs. Staff show a strong commitment to driving improvement. They have successfully met all actions and recommendations raised at the last inspection. Staff work cooperatively as a team. They move freely supporting children and ensuring they are supervised at all times. Staff make good use of time and provide an educational programme which supports the learning needs of the children. Staff hold regular meetings so that they evaluate the educational programme and plan activities which reflect children's needs and promote current events. For example, they celebrate a variety of festivals and cultural events, helping children to learn about people in the community. Overall children's needs are met effectively as staff promote their welfare and learning and developmental needs successfully.

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	EY453797
Local authority	Greenwich
Inspection number	922575
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	36
Name of provider	MJS Simply-Play Ltd.
Date of previous inspection	17/05/2013
Telephone number	07986 953706

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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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