

All Smilez

Eltham Park Baptist Church, 32a Westmount Road, LONDON, SE9 1JE

Inspection date

Previous inspection date

28/03/2014

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 strong attachments with the staff, which helps them settle happily into the club's welcoming environment.
- The staff organise toys and resources well so that children can easily make choices in their play, particularly indoors. This supports their confidence and independence.
- Staff provide children have good daily opportunities to be physically active and to be outside in the fresh air. This promotes children's understanding of healthy living.
- The staff team pays high regard to children's safety.

It is not yet outstanding because

- Staff provide a restricted range of outdoor resources which give children less freedom of choice when outside.

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 viewed all the areas of the premises.
- The inspector observed children's activities and staff interaction with them.
- The inspector checked a selection of relevant documents.
- The inspector held a discussion with the manager and talked with staff, children and some parents.
- The inspector undertook a joint observation with the manager.

Inspector

Louise Atkins

Full report

Information about the setting

All Smilez is an Out of School Club for children aged from four to twelve years. It registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a single-storey church building, in the Eltham, in the London Borough of Greenwich. Children use a play room, a larger hall and an outside play area. The club provides a breakfast club from 7.30am to the start of the school day and an after-school club from the end of the school day until 6pm, during term time. A service is also offered during the school holidays, between the hours of 7.30am to 6pm. Currently, there are 21 children on role with one child in the early years age range. There are three staff, including the manager, who work with the children who hold relevant qualifications.

What the setting needs to do to improve further

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

- expand the range of resources outside to provide children with more opportunities to guide their own play when outdoors

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of Early Years Foundation Stage. They demonstrate a clear understanding of how to promote young children's development through play and exploration. They use observations effectively to decide what children need to learn next. For example, they take into account children's interests and offer activities to motivate their learning, such as drawing, writing and counting. Staff gain and use information about what the children are learning at school too, to support planning for children's activities.

Children enjoy the range of learning experiences. Staff vary these from day to day and cover the most important areas of learning well. The staff team takes into account that the children have been at school all day and may need time to relax and unwind and provide for this need. The quality of teaching is good. Staff help children become self-reliant learners who confidently build on their existing skills and knowledge. This prepares them well for their future learning.

The staff provide a good variety of resources that support children's development well, particularly indoors. The staff offer opportunities for children to be creative and use their interests to increase their learning, such as through creative drawing. The staff engage positively with children by encouraging them to talk about what they are doing. They

extend children's learning by encouraging them to think through asking useful questions. For example, staff asked what number comes next in a number series and asked children how they could work that out. The staff promote children's confidence and self-esteem because they give them consistent praise and encouragement, which children relish.

The staff communicate well with other early years providers. They liaise with school staff to exchange information about the children's day so they know how children have been and can meet their needs. Staff chat with parents daily so they know about their children's day and the activities undertaken. Parents comment how happy they are with the club's provision.

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

The staff provide positive and friendly role models for children who warm to the adults' sensitive and thoughtful interactions. Children relax in the welcoming environment, in which they have good opportunities play and learn and also unwind. This shows that staff know how to meet children's needs. The staff team's responsive and calm demeanour helps to ensure that children engage positively with them and each other, forming close and affectionate relationships. These allow children to settle easily and enjoy the range of activities available.

Staff place emphasis on establishing good relationships. Children show very positive interactions with the staff. Staff quickly form secure attachments with them, which helps children settle quickly and feel safe. Children are confident because the staff focus on supporting their individual development well. The staff work hard to offer children a positive, enabling environment and an enjoyable, warm and caring early years experience. This experience supports their well-being and learning effectively.

Staff provide children with access to a good range of resources and experiences, particularly indoors. Staff plan some specific activities outside relating to planting and treasure hunts in the church gardens which children enjoy. Overall, however, outdoor resources are largely focused on children's physical development with few that reflect other areas of learning available for children to play with as they wish. This weakness provides fewer opportunities for those children who prefer to be outside when possible, particularly during the lighter months of the year. Nevertheless, staff make good use of the available resources which stimulate learning well.

Staff make children's safety a priority. They make sure all areas of the club and garden are safe and secure, so children play in safety. Staff keep clear, concise written risk assessments of the club and any outings that take place to help to ensure children remain safe.

The staff provide children with a freshly cooked, nutritionally-balanced meal each day with treat on a Friday. Children have good opportunities to enjoy activities in the fresh air each day. For example, they visit the local park regularly after school. Children increase their understanding about health and hygiene well through daily routines. For example, staff

expect children to wash their hands independently before meal times which they do.

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

The staff have undertaken relevant training and demonstrate that they have a firm understanding of how to safeguard children. The staff have a good awareness of what would give them concerns about a child's welfare. They know who to contact should they have such concerns. The provider keeps detailed policies, procedures and records which staff implement to secure children's safety and welfare. Regular risk assessments result in children being able to move around safely and play freely. Each staff member has a competent knowledge and understanding of the Early Years Foundation Stage requirements for children's learning and development, which they implement.

The out of school club has only been operating for a short period only at the time of inspection. Nevertheless, staff evaluate their practice and the educational programme that they provide. They use a range of strategies to do this successfully. For instance, they observe each other's practice and its impact on the children to make positive changes to the quality of teaching. This determination demonstrates a good drive already to maintain continuous improvement and to develop the provision for children.

The staff have good working relationships with parents. Parents comment that staff support their children's needs and say that their children enjoy their time at the club. Effective communication with parents helps ensure that the transfer from home to the club's care is relaxed, happy and made as easy as possible for each child. Staff keep parents well informed of the children's progress and achievements. The staff understand the importance of sharing information with other early years settings. They use information from the school about what the children are learning to guide activities and enhance learning and development. This approach helps support children's smooth transfers between providers 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	EY464846
Local authority	Greenwich
Inspection number	928134
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	21
Name of provider	Sherrell Nadine St-Hilaire Hull
Date of previous inspection	not applicable
Telephone number	07534 101081

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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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