

# Rosewood After School Club

Fuchsia Street, Abby Wood, London, SE2 0QS

## Inspection date

Previous inspection date

31/03/2014

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 enjoy good relationships with staff which means they behave well and are confident.
- The staff know their roles and responsibilities well and are fully aware of all the policies and procedures of the club. This helps safeguard children.
- The staff offer a good variety of stimulating activities for children. Therefore, children enjoy their time at the club.
- Staff work well with the school, to share information about children daily. This allows staff to pass on relevant information to parents.

### It is not yet outstanding because

- Children enjoy playing outdoors, however they do not always have access to a wide range of materials and resources to further ignite their ideas and play experiences.
- Snack time arrangements do not enable children to develop their independence.

## 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 spoke with a small number of parents to gather their views.
- The inspector observed staff and children playing.
- The inspector sampled policies and documents, including evidence of staff's suitability to be working with children and safeguarding policies and procedures.
- The inspector held a meeting with the manager.

## Inspector

Tracey Murphy

## Full report

### Information about the setting

Rosewood After School club was registered in 2013. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It runs from an annex classroom in the grounds of Alexander McCloud school in Abbey Wood. The children have access to the classroom and enclosed school playgrounds. Rosewood After School Club is open from 3.15pm to 6pm term time only at present. There are 5 children attending who are within the early years age range. The afterschool club employs 6 staff. The owner has a level two qualification and the manager has a level three childcare qualification.

### What the setting needs to do to improve further

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

- extend the range of outdoor materials and resources so children can further explore and develop their ideas
- develop snack routines to enable children to take a more active role in preparation to support their independence.

### Inspection judgements

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

Children have access to a good range of resources that cover the areas of learning well. Staff talk to parents about the children's individual needs, abilities, likes and dislikes. They gain permission from parents to discuss with the class teacher about children's development. This enhances the strong partnership the club has with parents and other agencies. This means they have good information about the children's progress in class to complement their learning at the club. Staff provide a range of resources and activities which will interest the children. Children arrive eager to learn about what is on offer and are keen to talk to staff about their day.

Children benefit from good interaction from staff. Staff skilfully ask children a good range of questions, which help children think for themselves and develop their speaking and listening skills well. For example, staff ask children why they think some of the plants they are growing are taller than others. Children eagerly make suggestions about moving them into the sun or giving more water. These good teaching methods challenge children well and promote their learning experiences effectively. However, opportunities for children to experience a wide and varied range of activities outside are limited.

Staff use effective observation methods, which enables them to plan appropriate activities for what children need to learn next. Staff help children to learn to try new things and solve problems through play. Children enjoy playing with construction bricks and completing puzzles. Staff offer guidance when children encounter difficulties, which helps them to learn how to solve problems for themselves. Information which staff gather from children's teachers, enables staff to support children's learning and development alongside the school.

An effective key person system supports the partnership with parents. The key person liaises with the class teacher to follow children's targets at the club ensuring continuity of learning and teaching. This helps children to make consistent progress in relation to their starting points.

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

The good key person system helps children to feel secure at the setting. The children attend with parents when they first start at the setting, to complete registration forms. Staff try to interact with children around the school prior to their first day attending the club. This helps children to become familiar with the staff and starts to build relationships. Children are keen to share their day with staff, who listen excitedly as children talk about what they have done. The staff praise children for their good work or learning achievements. This helps children to feel valued and gain a good sense of belonging. There is a good range of resources available across the week to keep children interested and stimulated.

On arrival children sit to wait for snack, this is a social occasion and children talk to each other about their day. However, Staff miss opportunities to develop children's independence during snack routines as all fruit and toast is prepared for them. At the end of snack staff encourage children to tidy up after themselves and help to clean the tables. All staff are aware of children's dietary requirements as they gather details about children's dietary requirements on the child record forms. Information about children's allergies and preferences are clearly displayed.

Children behave well, are sociable and interact well with each other. Older children support younger children to sign their name and time on arrival in the register. Staff are good role models who offer children consistent explanations as to what is acceptable behaviour. They reinforce children's good behaviour with lots of praise and encouragement. This means that children are able to learn how to manage their own behaviour. Staff display children's work around the setting, which gives children a sense of pride in what they do and further encourages good levels of self-confidence and self-esteem.

Good practices are in place to ensure children are cared for in a safe and secure environment. The staff work closely with the schools' caretaker to maintain a high standard of safety for the children to play in. Partnership with parents are strong, parents say that they are 'happy with the stimulating activities available'. They appreciate the

sharing of information between the teachers and the staff and feel that this contributes to the good links with the school.

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

The staff have a good understanding of the safeguarding and welfare requirements. Good policies and procedures help to inform staff of the procedures they should follow in the event of a concern about children in their care. Staff know what to do should they have a concern about the welfare of a child and have access to contact details of the local children's services. This means they can act promptly in the event of a concern. Regular risk assessments and daily checks help to identify and minimise hazards to children. Therefore, children are able to enjoy playing in a safe environment.

The recruitment process is robust. The management have good systems in place to ensure all staff undergoes the necessary checks prior to starting work. This helps to ensure that staff's suitability to work with the children. New staff are supported daily by the manager, which helps them to learn their roles and responsibilities. There are effective systems in place to monitor staff performance, including annual appraisals. Staff have formal discussions about their strengths and weaknesses from which the manager sets targets. This helps to support the staff and promote positive outcomes for child. Staff who attend additional training, inform the rest of the staff team, which helps all staff to benefit. For example, some staff who have recently attended a 'sign language' use their new knowledge to inform the rest of the staff team and incorporate new ideas into the planning for children.

The manager leads by example and ensures the educational programmes are consistent and helping children to meet their school targets. There are strong links with the teachers in the school. Staff have copies of the targets for children and use these effectively in their planning. The manager monitors activities to support what the children are learning in school. For example, using word searches to support children literacy skills and phonics play to support children's early reading skills.

Staff speak to parents about their views and children are able to express their likes and interests through discussions with the staff. As there is a small team, staff work very closely together to reflect on the service and evaluate where their strengths and weakness are, hence the setting is evolving quickly. Through these discussions management have introduced the gardening club, card making club and are currently looking into introducing other clubs the children may be interested in.

### **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

<b>Unique reference number</b>	EY466274
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	932158
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Lisa Doris Ball
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02083112266

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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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