

Tinies After School Club at St Peters

ST PETERS EATON SQUARE PRIMARY SCHOOL, Lower Belgrave Street, London, SW1W 0NL

Inspection date

Previous inspection date

30/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Suitable priority is given to safeguarding, because all staff have a clear understanding of safeguarding procedures.
- Children are sociable, polite and happy to concentrate on play activities of their choice.
- The partnership with parents is satisfactory and they are kept informed of their children's experiences at the club.
- Children's behaviour is good and they are learning to become responsible young people as they assist in helping to set up and tidy things away that they have used.

It is not yet good because

- Children's awareness of diversity is not developed as fully as it could be as they have only a limited range of resources that help them to recognise and value difference.
- There is no key person system in place to help all new children to settle and develop supportive relationships with.
- Planned activities are not always organised at times to meet the needs of all the children while they are present so they miss taking part in some of the focus activities.
- Self-evaluation is not yet sufficiently rigorous to identify some weaknesses and children and parents are not effectively involved by contributing their views.

- Staff have not yet developed arrangements for sharing information with the school to ensure children receive continuity in their support so they can build on what they learn in school.

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 both indoors and outdoors.
- The inspector spoke to parents and children and took account of their views.
- The inspector spoke to the manager and staff.
- The inspector looked at documentation which included staff suitability checks, qualifications, first aid certificates, and children's learning records.

Inspector

Mauvene Burke

Full report

Information about the setting

The Tinies After School Club at St Peters re-registered in 2013. It is one of a large number of clubs owned and run by Tinies Ltd. The club is in the City of Westminster and operates from St Peters Eaton Square primary school.

The club has use of the main playroom situated in the basement, the kitchenette and toilets and on occasion, the music room. There is a fully enclosed garden for outdoor play. The club is open each weekday from 3.30pm to 6pm during school terms.

There are three members of staff including the manager working with the children. The manager is qualified to level 6 whilst the other two members of staff have level 3 qualifications. There are currently 12 children on roll who are in the early years range. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide challenging and enjoyable activities for children that take into account their individual interests, needs and stage of development, and complement the learning they receive in school
- ensure every new child is assigned a key person to help children settle in the setting and to build a supportive relationship with the child's parents.

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

- develop the self-evaluation process in conjunction with staff, parents and children to identify areas for improvement
- help children to gain an understanding of different cultures and diversity by improving the range of images and resources available
- strengthen the partnerships with the school to secure continuity and a complimentary approach to the children's learning.

Inspection judgements

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

The quality of teaching in the club is satisfactory. This is because the staff have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. They are aware of what children like and do not like to do because staff help children to complete an 'All about me' form. Activities for the first part of the session are mainly child-initiated whilst adult-led activities take place after snack time. As a result, some of the children are not always involved in activities that provide appropriate challenge, or that meet their individual capabilities and needs. Some planning is in place, but it is not effectively linked to observations or assessments to complement children's progress in their learning and development. This means that children do not always engage in meaningful and purposeful play. Nonetheless, staff are caring and considerate towards the children and children say they enjoy coming to club as they like activities such as cooking, making things and making bubbles.

Staff engage children in creative activities as they enjoy painting, drawing, cooking, and creating interesting models. This helps to support children's independence as they choose what activity to do. Staff promote children's language skills appropriately by listening when they talk about home experiences and provide them with challenges during activities. For instance, they encourage children to think of other ways they can make bubbles without the use of a straw. This helps children to think critically and develop problem solving skills. There are appropriate opportunities provided for children to practise early writing skills and draw pictures. Children enjoy socialising with their peers and children of different age ranges play cooperatively together. Older children offer support during play, for example they read books to younger children. There is a satisfactory exchange of information about activities each day with parents, to ensure they are kept informed of their children's time at the club.

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

Children arrive happily at the club after school. Positive relationships between the staff and children demonstrate that their emotional well-being is met. However, the club has not implemented an effective key person system so children in the early year's age group do not have a named person to take responsibility for their daily well-being. Information such as dietary needs is acquired before children start at the club and there are procedures and documentation available should children require medicine to be administered. The children demonstrate they feel confident, safe and secure at the club by following routines when they arrive. For example, they hang their coats up, sit down for registration and happily talk to the staff. Staff engage in conversations with the children about their school day and home life. Children chat happily to their friends and staff, showing good social and communication skills, confidence and growing self-esteem.

Children wash their hands independently ready for snack and demonstrate a satisfactory

understanding of how to keep healthy with good hygiene practices. Children are provided with an afternoon snack which is on the whole, healthy and nutritious. Children sit together and socialise while they enjoy their snack which often includes a portion of fruit and a drink of juice or water. Children are learning about the importance of healthy lifestyles as they participate in regular outdoor play where they benefit from fresh air. Children behave well. In a calm and relaxed way, staff make sure children know what is happening next and what is expected of them. Children respond to staff's requests, take responsibility for looking after their own possessions and helping with tasks such as tidying away their plates and cups after snack. Staff support children to behave appropriately and are often reminded about their own rules. For example not going outside without an adult being present.

Children are confident to talk to visitors about their interests and favourite activities they enjoy at the club. There is a reasonable range of resources that children are able to access easily. However, there is scope to develop the range of images and resources in the club that reflect children of all cultures and characteristics including disabilities, to help them respect and value all individuals within society.

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

The arrangements for safeguarding children are satisfactory. The staff have a clear understanding of the procedures to be followed if they have concerns about children in their care. The designated person for child protection has completed relevant courses and understands her role to support staff and to safeguard children. Good recruitment procedures ensure staff's suitability to work with children is assessed before they are appointed. An induction process is in place to assist staff in gaining an understanding of the club's policies and how it operates. Management monitor staff practice through appraisals when they discuss where improvements can be made to support children more effectively. They identify where training is needed to develop skills and knowledge in areas such as safeguarding and first aid. This means that staff are more confident in their roles to protect children and to keep them safe. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Staff carry out regular risk assessments to ensure children are safe during their time in the club.

The manager and her staff have a suitable understanding of the learning and development requirements. However overall, activities are not always offered to support children's interests, or planned in order to meet their next steps as identified in observations made. Self-evaluation is in the early stages, it is not yet sufficiently rigorous because it does not identify some of the main weaknesses. The club has yet to formulate robust systems to monitor children's learning and development and self-evaluation does not take account of the views of parents or children. This means that parents do not make an active contribution to changes that might benefit their children. Nonetheless, the manager has identified an area for future improvement in that she would like to see the outdoor space developed in order for children to engage in more rigorous physical play.

The partnership with parents is satisfactory and daily communication is shared about children's time at the club. Parents spoken to at the time of the inspection say that they are satisfied with the service their children receive. Staff have established a loose working relationship with the school where basic information is shared. However, the sharing of information to support children's individual needs is not yet in place. The staff are aware of liaising with other professionals or agencies should there be any concerns about a child's welfare to ensure their needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY470273
Local authority	Westminster
Inspection number	939690
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	12
Name of provider	Tinies UK Ltd
Date of previous inspection	not applicable
Telephone number	07824480362

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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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