

The Lighthouse Club at St. John's

64 Larcom Street, London, SE17 1NQ

Inspection date	07/05/2014
Previous inspection date	14/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- There is a fully embedded key person system in place; as a result, children's individual care is tailored to their needs.
- There is a system in place for regular staff appraisals, which identify ongoing training needs of staff to support their professional development.
- The self-evaluation in place includes the views of staff, parents, children and previous actions raised, identifying areas for improvement
- Children make positive relationships. Older children are caring and considerate towards the needs of younger children, which help children to feel settled and secure.

It is not yet outstanding because

- Staff miss opportunities to ask questions that encourage children to extend their ability to think critically and enhance their language development.

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 took into account the views of children.
- The inspector took into account the views of parents.
- The inspector observed activities indoors.
- The inspector viewed a selection of policies and other documentations.
- The inspector held discussions with the staff and manager at convenient times.

Inspector

Marvet Gayle

Full report

Information about the setting

The Lighthouse Club at St. John's provides out of school care and has been registered since November 2000. It operates from a multi-use building in the Walworth area of Southwark. The out of school club serves children from the local primary schools. Children have access to two rooms on the top floor, accessed by stairs. The out of school club opens during term times, Monday to Friday, from 3pm to 6pm and during various school holidays from 8.30am to 6pm. The out of school club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register and it provides care for children under eight years old at any one time. There are currently 50 children on roll and of these two children are in the early years age range. There are five members of staff working with the children, three of whom hold Level 3 childcare qualifications and two are training.

What the setting needs to do to improve further

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

- extend children's critical thinking skills through skilful questioning, consequently enhancing their language development.

Inspection judgements

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

Staff provide interesting and challenging experiences that meet the needs of all children. Activities and experiences have depth and breadth across all areas of learning. As a result, children enjoy their time at the club.

Through training and close monitoring of staff, they have developed effective knowledge of the Early Years Foundation Stage. As a result, practice is based on their secure understanding of how to promote children's learning and development. The quality of teaching is good. For example, staff talk to children at their own level, in an encouraging and appropriate way to help children engage and feel motivated about their activities and play. However, staff miss opportunities to ask questions that encourage children to extend their ability to think critically and enhance their language development. All staff at the club have high expectations of all children based on accurate assessment of children's prior skills. Staff complete regular observations of children and use these effectively to plan suitably challenging activities. For example, staff provide age appropriate resources catering for the interests of both younger and older children. Staff demonstrate that all children are progressing well over time. Children are interested and keen learners who display the characteristics of effective learning. For example, children play together creating imaginative stories, using toys and play equipment as props to

explore their ideas.

Children have access to a range of books, prints and writing tools, supporting their communication and language and literacy skills. They regularly visit local parks and play indoor games where children are able to run and exert their energies in a larger space. This effectively promotes their physical co-ordination and exercise. Staff provide interesting and stimulating activities to promote children's learning through routine activities. For example, staff provide appropriate opportunities for children to take part in mathematical games such as creating patterns, considering directions or counting objects. As a result, children of all ages and abilities make good progress.

Children's awareness of others develops through the exploration of various festivals. For example, staff and teachers discuss events such as Diwali, Eid and Chinese New Year so the club can support and reinforce learning that has occurred at school. These experiences help to give children a good understanding of the wider world.

All children are generally working comfortably within the typical range of development expected for their age. Staff identify children's starting points and plan activities accordingly. Staff clearly describe how children are consistently improving and gaps are closing as they progress and develop the skills needed for the next steps in their learning. The key person system supports engagement with all parents and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's development at home. The key person system ensures all staff use effective strategies and interventions to support learning. For example, they regularly meet to review and update children's experiences, carefully responding to individual children's interests or needs.

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

Provision for children's well-being is good. Resources provided keep children engaged and stimulated. The environment is clean and welcoming, which supports children's emotional well-being. The key person system helps children form secure attachments with individual staff and ensure consistent care. Consequently, children are provided with continuity and consistency in their learning to support them in their transitions between home, school and the club. Growing bonds between staff and children help to promote their welfare, confidence and independence.

Staff are good role models for children. Strategies agreed between staff are consistent in providing clear guidance for children about what is acceptable behaviour. For example, children are gently reminded of the rules when they are playing, encouraging them to consider the feelings of others. Children gain an understanding of risk through activities such as taking responsibility for particular tasks or tidying up. These opportunities encourage children to be independent and explore their environment; as a result, they gain in confidence. Staff are deployed appropriately to ensure that children are supervised and daily risk assessment is in place to ensure that hazards are identified and dealt with to enhance children's safety.

Staff provide opportunities for children to develop a good understanding of why it is important to have a healthy diet and develop healthy habits for the future by ensuring they wash their hands before and after eating. Children's emotional wellbeing is effectively supported. For example, staff encourage sharing, taking turn and understanding the rule of the club. This prepares children for future changes and experiences in their lives. Children make positive relationships. Older children are caring and considerate towards the needs of younger children, which helps children to feel settled and secure.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage and the legal requirements are met effectively. The manager monitors planning to ensure that it is consistent and displays an accurate understanding of all children's skills and abilities. For example, staff have regular meetings with the manager to create new activities or themes. As a result, individual children with additional needs are targeted and appropriate activities or experiences are provided so that gaps in learning start to close.

The manager clearly understands the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, a robust recruitment system is in place, ensuring the appropriate number of suitably qualified staff work with the children. All qualification certificates are available and accessible to verify staff qualifications and demonstrate the requirements are met. All staff complete appropriate vetting and safeguarding checks. A procedure is in place for the use of mobile phones and cameras in the club, and staff share this with parents and other visitors to the club, prioritising children's safety. Staff supervision and training have a very strong focus on safeguarding and child protection. All staff have attended safeguarding and induction training and understand how to keep children safe. Staff clearly understand and implement all policies and procedures consistently. Staff are fully aware of, and sensitive to, potential and actual harm to children. They are able to clearly describe how they would deal with safeguarding issues and take appropriate action to protect and support the children in their care.

The management team review safeguarding and child protection practice regularly, clearly evaluating and informing plans for improvement. Planned actions to overcome weaknesses have been effective. The drive for improvement is demonstrated by a clear and successful improvement plan that supports children's achievements over time. The manager clearly identifies strengths and weaknesses in the setting through an accurate self-evaluation. This takes into account the views of all staff, children and their parents and is carefully monitored and analysed. For example, a parents' questionnaire and meetings with children enable management to gather their views and opinions. The management team have used this feedback to make well-considered changes for improvement.

All staff improve their knowledge, understanding and practice through an effective programme of professional development. There are good systems for performance

management. Staff are monitored consistently through regular meetings and individual discussion. Management and accountability arrangements are understood and consistently applied. Partnerships with parents, external agencies and other providers are established and progressing to make a strong contribution to meeting the needs of families and children. Parents speak positively about the club and the good relationships that staff have formed with their children, and that they feel confident and happy for them to attend. Partnership with the local school is fully embedded ensuring there is a consistent approach to children's learning.

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	159954
Local authority	Southwark
Inspection number	963056
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	23
Name of provider	Lighthouse Supplementary School Committee
Date of previous inspection	14/06/2013
Telephone number	020 7708 0870

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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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