

Pelican Before and After School Club

Corpus Christi R.C. Primary School, Chestnut Grove, New Malden, Surrey, KT3 3JJ

Inspection date	12/05/2014
Previous inspection date	06/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 plan a good range of experiences for children to enable them to move on to their next stage of development.
- Management have successfully addressed the actions and recommendations from the last inspection to help improve outcomes for children.
- Children are settled, happy and have good relationships with staff, which helps them feel secure.
- Children enjoy a good range of outdoor activities that support their physical development.

It is not yet outstanding because

- The staff do not promote all possible opportunities for children to learn about their behaviour and keeping safe at when eating.

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 in the main room and outdoor area.
- The inspector sampled documentation including policies and procedures, the suitability of staff and children's records.
- The inspector took into account the views of parents and children spoken to on the day of the inspection.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector carried out a joint inspection with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Pelican Before and After School Club opened in 1989 and is held at Corpus Christi Roman Catholic Primary School. Children can be collected from Corpus Christi and Christ Church schools. Children from other schools are welcome, but parents have to make their own arrangements for delivery and collection of their children. Currently all children on the roll are from Corpus Christi. The club has use of one classroom and the outside play area, which is covered by CCTV. Pelican Before and After School Club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club cares for children from age 4 to 11 and is registered for a maximum of 30 children. Currently there are 85 children on roll, with seven children in the early years age group. The club opens five days a week during the school term. The sessions are from 07.30am until 08.45am and from 3.20pm until 6pm. Children can attend for a variety of sessions before and after school. The setting is able to support children with special educational needs and/or disabilities, as well as children who have English as an additional language. There are eight members of staff who work with the children including the manager. Six of whom have relevant early years qualifications.

What the setting needs to do to improve further

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

- further develop children's understanding of their behaviour and safe practices when eating.

Inspection judgements

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

The after school club staff demonstrate they know how to provide interesting activities to help children to make good progress in their learning and development. For example, they provide bead craft activities to help develop children's creative, physical and mathematical skills. As a result, children are making good progress and are eager to take part in activities at the club. Staff know when to let children play undisturbed and when to intervene. Consequently, children develop their self-confidence and esteem. Activities are easily accessible for children to choose from in clearly labelled containers. This means that all children can make their own choices as to what they would like to play with. Staff use observations, photographs and children's work to show children's progress and help them identify the next steps in their development effectively. This means that staff are able to provide activities that target children's individual learning needs.

Staff evaluate the activities they provide so they can see what children are gaining from them and if they are meeting their individual needs. Staff also look at their topic planning

to see how effective it is and if changes could be made in future planning. This demonstrates that staff ensure children are learning and developing from the activities they provide. Staff interact well with children as they play, by asking them questions and giving them ideas during activities. This helps to improve children's knowledge and thinking skills and progress their learning. Staff actively listen and respond to what children tell them. This helps the children to feel valued and effectively develops their communication and language skills.

Children enjoy a very good range of activities such as ball games, riding tricycles, skipping and running in the large, enclosed outdoor area. This means that children have plenty of opportunities to be physically active. Children happily play with the colourful number and letter games painted on the ground and displayed in the outdoor area. This shows that they are developing their literacy and mathematical skills as they play outside.

Staff liaise with parents regularly to find out about each child's background and share information when they start at the club. This helps children to settle quickly because staff know and meet their individual needs. Staff work collaboratively with the school the children attend, by sharing information about their learning and developmental needs. This gives children continuity of care and supports their moves in school well. Parents comment positively about the club and say they are 'over the moon' with the service it provides. Parents and staff share feedback informally at the end of the day about children's time in the club. This illustrates the strength of partnerships with parents. Children report they are extremely happy to be at the club because there is always a friend to play with and something interesting to do.

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

The key person system helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence effectively. Consequently, each child receives individual attention from their supporting adult. Children are happy and enjoy being at the club. They happily talk to staff as they play. This demonstrates that children feel safe and secure. Staff have good processes in place for new children which supports them to settle in and feel confident. Parents know their child's key person, which enables them to have a good point of contact. This helps children to feel secure at the club and provides continuity of care.

Staff remind children to hang up their bags and coats when they arrive at the club. Consequently, children develop their independence for when they are at school and for their future learning. Children are able to move between the indoor and outdoor areas freely. This helps children to learn about the importance of fresh air, having a healthy lifestyle, and to become independent. Staff help children to learn about their personal hygiene by reminding them to wash their hands before eating. Children use separate paper towels and antibacterial soap. This effectively helps children to understand how to become independent in their personal hygiene. Staff remind children to have a drink after playing energetically outside. This means they learn about the effects of physical activity on their bodies and ensures they do not get thirsty during the session. Staff follow

children's dietary needs well, so they can include all children in activities. Staff demonstrate their knowledge of hygienic practices from their food hygiene training. Mealtimes are social occasions when children chat happily together. However, staff do not fully supervise children when they are eating and children sometimes walk around when eating. Consequently, children are not fully learning the importance of good behaviour and keeping safe when eating.

Staff are respectful to children when they remind them about their behaviour and children know how to behave well when they are playing. For example, children quickly apologise if they bump in to each other by mistake. As a result, children play happily together and show respect and consideration for each other. Children enjoy playing with the many board games available together. This help them to get along with each other well and is essential in supporting their positive attitudes towards learning when they are at school. Staff promote children's safety by completing regular risk assessments to help identify and minimise potential hazards. Staff are able to take appropriate action in the event of an accident as some hold appropriate paediatric first aid qualifications. Children enjoy taking small but safe risks, such as making sure they do not bump into each other when they are playing on tricycles. This helps them to develop a secure understanding of safe practices.

Children have access to a wide range of toys indoors and outdoors, that are relevant to their age and stage of development. Staff organise the club so that children know they can initiate their play and help themselves to resources which are easily accessible. As a result children can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

The management demonstrate they have a good knowledge how to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is a good range of policies and procedures to inform parents and to guide staff in their practice. Policies are up to date and reflect changes in legislation. Additionally, the club values the useful support from the local authority and have made large improvements since their last inspection. There are effective processes in place to tackle areas of weakness. This helps the club to bring about positive improvements in their provision and outcomes for children.

The management understand their roles and responsibilities regarding safeguarding children. Staff recruitment procedures are rigorous and robust to make sure adults caring for children are suitable to do so. Staff have a good understanding of the safeguarding and welfare requirements, including child protection procedures. Staff supervise children well in all areas of the club, maintain ratios and make sure children's individual needs are met. They have safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know to report any concerns they may have to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare and all safeguarding requirements are met

effectively.

The management use self-evaluation well to reflect on practice and recognise priorities for improvement. For example, they look at the resources available to see how they can improve them. They also regularly evaluate their planning so that it meets children's needs more effectively. This shapes the service the club offers, promoting good outcomes for children. The management regularly assess how staff work and look at further training opportunities. This reflects the strength of the leadership and commitment to supporting continual professional development.

The management work closely with the school the children attend and share information effectively. This helps to promote shared learning opportunities to thoroughly underpin the best continuity in children's learning experiences. Partnerships with parents are strong and help to provide positive outcomes for children and support their individual needs. For example, children are given an area to complete their homework if parents request this.

Staff provide parents with good verbal information about their children's achievements and welfare at the end of the day. Clear display boards and newsletters also help the club and parents to share information. Parents comment positively about the club, commenting on the helpfulness and approachability of staff and the quality of care staff give to their children.

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	152865
Local authority	Kingston upon Thames
Inspection number	843198
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	85
Name of provider	Elaine Helen Pick
Date of previous inspection	06/11/2008
Telephone number	07964 538380

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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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