

Peace Of Mind After School Club

Three Bridges Primary School, Melbury Avenue, SOUTHALL, Middlesex, UB2 4HT

Inspection date

Previous inspection date

11/06/2014

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's learning at the after school club is complemented well because staff provide a range of activities that are linked to children's interests. They take an active part in the planning of activities and this builds their desire to learn.
- Children's behaviour is good and they play happily together. This is because the staff are good role models and use consistent and clear boundaries to help children to understand and follow the positive rules at the club.
- The manager oversees the provision well. She monitors practice and continually looks for ways to improve the club.

It is not yet outstanding because

- The manager continues to enhance the resources available, however, currently there are fewer role-play equipment available to support young children's developing imaginations.

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 the children participating in activities and the interaction between staff and children.
- The inspector reviewed a sample of children's progress records
- The inspector had discussions with the manager throughout the visit.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.

Inspector

Jennifer Devine

Full report

Information about the setting

Peace of Mind after school club registered in 2014 and is based in Three Bridges School, in Southall, in the London Borough of Ealing. The club operates from a purpose built class room located in the playground, which includes a class room, kitchen, and toilets. Children also have access to a large outdoor playground. The club is open each weekday from 3.15pm to 5.45pm during term time only. There are currently 34 children on roll, of whom, four children are in the early years age range. The group employs four members of staff who all hold a relevant childcare qualification. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- increase opportunities for children to access role-play resources more frequently so to support their imaginations further.

Inspection judgements

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

Overall, staff have a good knowledge of the learning and development requirements. Staff have built up their knowledge of the children's individual needs and interests. As a result, they plan a variety of activities and learning experiences, both inside and out, covering most areas of learning. Children take an active part in the weekly planning and enjoy suggesting ideas for their weekly cooking activity.

Children make independent choices from the activities provided and they can request other resources as they wish. Children have good opportunities to play outdoors in the playground once everyone is settled into the club and have had their snack and drink. This time is enjoyed by all children and enables them to run around and release their energy.

They enjoy playing football together, bat and ball, running around and making movements with the streamers or using the bubble blowers. These activities support children physical health and well being.

Staff engage with the children and show interest to support them in their play. Children quickly become involved into an activity of their choice. They enjoy the colouring activities and spend a considerable time making some wonderful pictures. Another group of children sit for some time with the play dough and make their own cup cakes with decorations. Although the club have some imaginative play resources, there are fewer opportunities for children to use these to enhance their imaginations and games, as they are not readily

available for children to choose from.

Staff make themselves available at the end of day for parents to discuss their child's achievements and day at school. Parental comments at inspection indicate that parents are happy with the service provided and have found the group to be supportive for childcare arrangements.

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

Children confidently enter the club and greet each other and the rest of the staff warmly. There is an effective key-person system in place, which helps children to feel secure. Staff foster children's personal social and emotional development well, children have formed friendships and play well together.

The atmosphere in the club is calm with all children engaged in activities. Children know the routines of the club well; they know where to place their school bags and coats and know to wash their hands before their snack. Children behave well because their behaviour is managed effectively. Staff are good role models by being polite, caring and listening carefully to children. Relationships between older children and those in the early years age range are positive and children play harmoniously together, sharing and talking turns.

Staff have a good understanding of, and give a high priority to, the safety of children. Staff are deployed appropriately to ensure children's safety and well-being at all times. Staff take registers as children are collected from school and parents sign their children out in the evening. Children understand the safety rules in the club such as knowing where the boundaries are when playing out in the large playground. These measures ensure children are safeguarded at all times. Staff are fully aware of children's allergies or medical needs and ensure that all children enjoy a wide variety of food. Meal times are enjoyable and offer opportunities for children to talk and socialise with one another. They eagerly discuss their food preferences, which promote their understanding of healthy eating and their communication skills. Children take part in weekly cooking sessions where they often make their own snacks and this supports their growing independence.

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

The provider/manager and staff have a good understanding of the requirements for the Early Years Foundation Stage. All of the legally required documents, policies and procedures are in place, which supports the efficient running of the provision. Staff have a clear understanding of the safeguarding policy and know what action to take if they were concerned about a child. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. In addition, the registered provider/manager ensures ratios of qualified staff are always met and has contingency plans in place to cover for staff absence.

Suitable risk assessments are in place, along with daily visual checks to ensure that any potential hazard is minimised. An appraisal system is in place to support staff development at the setting, ensuring that any gaps are identified and training offered to ensure continuous improvement. Currently, one member of staff holds a first-aid qualification. However, the manager has identified that more staff need to be first aid trained and plans are in place for all staff to complete this soon.

The provider/manager and staff are committed to making continuous improvements to the service they offer children and the families. The staff regularly consults with children about many aspects of the club to ensure that the activities reflect their needs and interests. Parents are kept informed about their children's time at the club through daily conversations. This communication at handover time helps ensure continuity of care for children and means staff are able to meet their individual needs well. The manager has built up links with the teachers in the school who often visit the club to share information and develop supportive working relationships.

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 | EY462354 |
| Local authority | Ealing |
| Inspection number | 943873 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 8 |
| Total number of places | 23 |
| Number of children on roll | 34 |
| Name of provider | Beverley Matthews |
| Date of previous inspection | not applicable |
| Telephone number | 02085711419 |

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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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