

Chaffinch Playsafe Club

Cheam Fields Primary School, Stoughton Avenue, Sutton, SM3 8PQ

Inspection date	09/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 build positive relationships with staff and children of different ages in the club. This helps them to settle quickly and feel safe and secure.
- Staff provide activities to support children to develop confidence, independence and a sense of responsibility. They develop skills that will enable them to be ready for school.
- Enthusiastic management and staff motivate and engage children so they are excited to try new activities.
- Positive relationships with parents and other providers ensure children's individual needs are met.
- Leadership and management are strong. Effective policies and procedures promote children's safety and well-being.

It is not yet outstanding because

- Children are not always given the time and space outdoors to relax or follow their own interests during planned activities to support their 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 observed the children in their play together and their interactions with staff.
- The inspector spoke with children, parents and staff in the club.
- The inspector sampled the club's documentation including policies, procedures, children's Individual play plans, self-evaluation and quality improvement records.
- The inspector met with the operations manager and deputy manager of the club.
- The inspector invited the deputy manager to carry out a joint observation.

Inspector

Vanessa Brown

Full report

Information about the setting

Chaffinch Playsafe Club is one of a number of out-of-school provisions run by Jancett Group of Day Nurseries. It registered in 2009 and changed business status in 2014. It operates from a separate building within the grounds of Cheam Fields Primary School in Sutton, Surrey. The club is open each weekday during term time only for breakfast from 7.30am to 8.45am and after school from 3.10pm to 6.30pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All children share access to an enclosed outdoor play area. The breakfast and after-school club is open only for children who attend Cheam Fields School. There are currently 45 children on roll, including children in the early years age range. There are three members of staff and all hold appropriate 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:

- develop the organisation of planned activities outdoors further to give children time and space to follow their own interests, including time to relax if needed.

Inspection judgements

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

Staff provide children with a secure and stimulating environment where they explore, try out new games and activities and become independent learners using their imagination. Activities and resources supported by well-trained staff help children to develop skills to enable them to learn effectively and be ready for school. Children take responsibility and look after their personal belongings as they hang up their coats and bags when they arrive in the club. They know the routine well and sit together at registration time. They listen for their names to be called and answer politely. Staff support children to build confidence in speaking in front of other children of different ages. They encourage children to discuss their school day and explain some of their favourite activities. Children talk about watching a movie and making circle families in school and staff effectively include all children to promote their self-esteem.

Children played enthusiastically with corn flour and water to express their creativity; staff engaged children in conversations and encouraged them to think about the reaction when they added water to the corn flour to extend their learning. Staff praise children as they develop as independent learners. Children draw pictures, use paint, glue and a variety of art resources. The range of activities supports children to become confident to hold a pencil and start to form letters ready for school. Children take part in a homework club where staff support them with reading and spellings and make time available for children

who choose to do this. Staff talk to children, parents and the school about each child's interests. They complete individual play plans for children and All about Me forms. The staff use this information to plan activities to support children's individual needs and readiness for school.

Children play team games and build friendships with children of different ages. They engage in physical activities such as parachute games, sink or swim and North, South, East or West. Staff offer new games that continue to motivate children and provide opportunities for them to be imaginative and develop curiosity indoors and outdoors. Staff include activities in the club that complement the learning opportunities children receive in school. School staff share information with the staff working in the club on a daily basis about children. Information on how children have been in school enables the staff to plan a range of activities which meet children's individual needs. Staff share this information with parents so that they know what children have been doing during the day. This helps to maintain good links with both the school and the parents which benefits each child.

Children develop positive relationships with staff and other children. Friendships are evident which supports children's confidence and self-esteem. Children learn to sit and listen during registration time and independently serve themselves and clear away after tea. Staff provide support and reassurance to the youngest children when they start in the club. They sit with them to build positive relationships, hold their hands and give cuddles to build their confidence in the group.

Parents comment that children are happy in the club and are developing in confidence. They are very happy with the wide variety of activities provided and the care from the staff. Staff work closely with parents to ensure children's individual needs are met.

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

Children settle well and form positive relationships with adults and other children in the club. There is a key-person system in place for different ages of children and they are organised into key groups which staff implement well to meet children's individual needs.

Children of different ages join in a wide variety of activities together and build friendships. This supports their confidence and self-esteem. They sit and talk together with staff and other children during teatime. Children develop self-care and good independence skills as they serve themselves with tomato soup, rolls, cucumber and tomatoes. They enjoy spreading butter on to crackers and pouring drinks and stirring milk shakes. A selection of fruit and water is available throughout the session for children. Staff talk to children about portion sizes and healthy foods. Children therefore learn about healthy lifestyles. Children understand self-care routines and wash their hands before eating and after using the toilet. Staff are knowledgeable about children's dietary and medical needs, which they adhere to, in order to promote each child's well-being appropriately.

Staff encourage children's good manners and they politely share and pass food to each other across the table. Staff support the youngest children by sitting with them and talking

to them about their day and their interests. The children show they feel relaxed and settled in the club. Children happily help to tidy away after tea. They clear their bowls and cups, clean tables and sweep the floor. Children are reminded where to put their chairs after tea and they know the routine well.

Children have lots of opportunities for outdoor play as they go outside in the enclosed playground and grass area every day. Staff plan games to play with the children so that they benefit from fresh air and exercise. Children run around, play football, parachute games, team games and form strong bonds with children of different ages. However, children do not always have the opportunity to relax and follow their own interests during the outside planned activities to support their well-being and general needs.

Children learn how to take risks safely outside. Staff remind children of how to use the equipment and the rules for ball games help staff to ensure that children are safe. Children behave well in the club. They make the positive behaviour rules for the club themselves and these mirror those of the school. Staff talk to children at their level as they remind them to be kind. They discuss the consequences of their actions. Staff praise children for positive behaviour and distract children when they become challenging. Staff provide opportunities for children to learn to share and take turns. Activities such as board games and card games help children work through problems for themselves and come to a resolution. As a result children develop an understanding of how to manage their own behaviour. Children have good opportunities to be independent but also understand the importance of listening to instructions. Staff shake a tambourine and children understand when they need to be quiet and listen. Children's behaviour shows that they feel safe in the setting and that they are confident to approach staff. Staff effectively promote children's safety and well-being in the club.

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

Management and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Robust policies and procedures are in place and staff and management review them regularly at staff and supervision meetings. Staff provide parents with copies of policies and procedures as well as regular updates including activities in the club. They talk to parents about what the children are doing, the plans they develop for the club and the achievements they make. This helps to keep parents informed about the care their children receive and how the club promotes their safety and welfare.

Management and staff attend safeguarding training to support them in their roles regarding the protection of children. New staff members learn about the safeguarding policies during a thorough induction programme and refresh their knowledge during staff meetings. There is a designated staff member who is responsible for safeguarding within in the club to help to keep children safe. Management and staff demonstrate a good understanding of the procedures to follow if they have concerns about a child. They also understand the procedures to follow if they have concerns about the behaviour of another

member of staff. Clear documentation is in place and is easily accessible. Safe recruitment procedures as well as induction, supervision, appraisals and continuous professional development help management to ensure the ongoing suitability of staff. The effective deployment of staff trained in first aid ensures that children are kept safe and accidents are dealt with appropriately.

Management and staff complete risk assessments on all areas of the school that the club uses. Daily checks by staff help them to ensure that they assess hazards and minimise risks to children's welfare. Visitors are made aware of the evacuation points and children regularly take part in fire drills to help them know what to do in an emergency. Rigorous collection procedures by parents from the club contribute to children's safety and well-being.

The club's strive for improvement is demonstrated in their self-evaluation and quality improvement plans. They take into account the views of the staff, children and parents who attend using questionnaires and feedback forms. Management conduct regular inspection visits to the club to review paperwork and carry out staff supervisions. They look at staff interactions and identify training needs staff might have to help improve the quality of the provision for children. Staff complete reflective practitioner forms with ideas that feed into the overall improvement plan for the club. This ensures the club continually moves forward in the service it provides for children and parents.

Parents are very positive about the care their children receive. They explain that their children settle in well and benefit from the range of activities the after-school club provides. They explain that they are happy with the information they receive from staff about their child and they are able to discuss children's individual needs with them.

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
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY470016
Local authority	Sutton
Inspection number	956698
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	45
Name of provider	Jancett Childcare and JACE Training Limited
Date of previous inspection	not applicable
Telephone number	0206 691725

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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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