

Beano's Playsafe Club

Barrow Hedges School, Harbury Road, CARSHALTON, Surrey, SM5 4LA

Inspection date

15/09/2014

Previous inspection date

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 benefit from a welcoming environment. They have good relationships with staff and each other and behave well.
- Children take part in a wide range of activities and experiences and enjoy spending time with their friends.
- Staff are very sensitive to children's individual needs and adapt care practices effectively where needed.
- Staff are committed to continual development of the provision and they monitor and review what they do to drive improvement.

It is not yet outstanding because

- Staff do not always encourage all children to engage in the full range of activities available.
- Staff do not always make the best possible use of space and resources to enable children to develop and extend their own play.

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 children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, policies and procedures, self-evaluations and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Beano's Playsafe Club opened in 2003 and re-registered in 2014. It is one of 22 nurseries and out-of-school clubs operated by Jancett Childcare and JACE Training Limited. The club is located within the grounds of Barrow Hedges School in Carshalton, within the London Borough of Sutton. Children have access to two portacabin huts and the school playground. The club is open from 7.30am to 9am and 3.15pm to 6.30pm each weekday during term time and from 7.30am to 6.30pm during the holidays.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 98 children on roll who attend on various days. There are four children on roll in the early years age range, who are all in the reception class at the school.

There are seven staff who work with the children including the manager. There are five staff who hold qualifications at level 3 and two who have qualifications at level 2.

What the setting needs to do to improve further

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

- increase staff's understanding further of how to avoid gender stereotyping and encourage all children to fully benefit from the full range of activities available
- review the organisation of resources to further support children's independent choice and to make sure they can fully extend their play.

Inspection judgements

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

Staff welcome all children into the setting. They find out as much as they can about children's background and needs by asking parents to fill in 'all about me' forms and talking to them and the school. This helps them get to know children well so they can provide any support they require. Staff keep parents well informed about their child's care and learning on a day-to-day basis. They talk to them every day when they collect their child and use message books where needed.

Staff plan a varied range of activities based on children's interests and needs. The activity programme complements children's experiences at school. Staff give children opportunities to make choices and offer lots of praise and encouragement. They organise the session so that children have time to share their news at welcome time when they arrive. They talk

to children at teatime and during activities, encouraging children to express their ideas and opinions. Staff support children who are learning English as an additional language well by using words in their home languages and having signs and resources around the hut. Children all enjoy board games with staff and are excited as they wait for their turn. However, staff do not always encourage all children to join in with all of the activities available. For instance, on occasion staff directed girls towards different resources to the boys, stereotyping gender roles. This has an impact on the range of experiences children benefit from while at the club.

Staff encourage children to develop their own imaginative games, for instance, children built a house in the playground, using soft bricks and cones to mark out the walls and the garden. Staff engaged in children's play and encouraged them to persevere until they achieved the shape they wanted. Children also enjoy imaginative games inside but at times their play was disrupted because some activities were set up too close together. This meant that there was not enough space for everyone to join in. Staff moved children to another activity instead, which interrupted the game. Children enjoy colouring and drawing at the creative table, using scissors, wool and glue to decorate paper plates or make their own picture. Staff successfully foster children's interest in books by providing a quiet, comfortable book area where children read and share stories. Children take turns on the computer or an interactive games machine, eager to play with their friends. They have fun at the club and are well occupied throughout the session.

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

Children come into the setting happily at the end of the school day. They have good relationships with staff and each other and there is a friendly atmosphere. They show care and concern for new children. They remember what it was like on their first day and realise that new children might not know where things are. Staff are calm and consistent in their approach. They remind children of the rules regularly and as a result children remember not to run inside and that they must not go in the kitchen. This also helps children learn to recognise risks and how to keep themselves safe. Staff intervene promptly to help children resolve any disputes. This helps children behave well overall and supports their emotional well-being. Children are familiar with the routines and expectations of the setting. They sit quietly on the carpet for welcome time and make sure they do not go out of sight when they are playing outside.

Staff make daily checks of the premises to make sure children can play safely. They are vigilant in supervising children at all times, for instance making sure enough staff are both inside and in the playground. The huts used by the club are welcoming and well organised overall, with a good variety of resources that are mostly stored so that children can easily choose activities for themselves.

Staff promote children's good health effectively. Children manage their own personal needs when they wash their hands before they eat. They benefit from varied teatime snacks and enjoyed soup and bread rolls. Staff make sure a bowl of fruit is always available. Children with special dietary needs are offered an alternative meal according to

their requirements. Children gain independence skills as they help themselves to bowls and cutlery and serve their own cold food. They play outside every day as part of a healthy lifestyle. They have great fun playing badminton or ball games in the fresh air, or running around the field with colourful ribbons streaming out behind them.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures help to ensure that staff are suitable to work with children. Systems are also in place to check the ongoing suitability of staff. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day-to-day running of the setting and is well organised and up to date. The manager monitors staff performance closely through regular supervision sessions and by observing their practice. Staff attend in-house training to further develop and extend their skills and have three dedicated professional development days a year. This ensures that the staff group is well trained and supported to meet the children's needs.

The staff team show a good commitment to continuous development and improvement. They reflect on their own practice and adapt activities where needed, for instance for younger children or those who have special educational needs and/or disabilities. They meet any individual needs very effectively in close partnership with parents. For instance, if children have particular health or dietary needs. The new manager works with staff to identify any areas for development and implement effective changes to improve outcomes for children. For instance, she has introduced more self-service for children at teatime. This has increased children's independence and self-care skills. She has also reviewed the daily routine with staff. This has resulted in a smoothly run session with a useful welcome time that helps children begin to relax after the school day. The staff team are currently looking at how they can continue to develop outdoor play experiences for children, particularly during the darker winter months. This continuous reflection by the staff team ensures that children continue to benefit from new experiences and challenges throughout the year.

Staff have good relationships with parents and welcome them into the setting. Parents have access to a wide range of information including a welcome pack and policies and procedures. Staff also share information through notice boards and the website and a clear activity plan is displayed in the entrance lobby. Parents are very happy with the out-of-school provision. They comment that they particularly value the friendly, caring approach of staff. They believe that their child is safe and well cared for. They are happy with the steps that staff take to resolve any issues that arise and to meet their child's needs.

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. 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	EY470012
Local authority	Sutton
Inspection number	956528
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	4
Name of provider	Jancett Childcare and JACE Training Limited
Date of previous inspection	not applicable
Telephone number	0206 691725

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

