

Topmark After School Club Eliot Bank

Eliot Bank Primary School, Thorpewood Avenue, Sydenham, LONDON, SE26 4BU

Inspection date	23/04/2013
Previous inspection date	02/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Ofsted have not been notified of a change of management at the setting.
- The arrangements for child protection, including restrictions to the use of mobile phones and cameras, are unsatisfactory following inadequate training.
- Implementation of the Early Years Foundation Stage learning and development requirements is inadequate and there is no key person in place to support individual children.
- Planning does not go far enough in ensuring every child receives an enjoyable and challenging learning and development experience that is tailored to meet their needs.
- Inconsistent systems in place mean that the settings capacity to improve is inadequate.
- Parents are ill informed about the Early Years Foundation Stage and how this complements children's learning at school.
- The setting is not organised effectively to promote children's active learning and resources are basic.

It has the following strengths

- Children's good health is promoted well. They enjoy plenty of outdoor physical activities and healthy food choices.

- Children have a good rapport with practitioners who interact with them positively, which supports their emotional well being.

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 playing indoors and outdoors.
- The inspector talked to practitioners and children.
- The inspector had discussions with the manager.
- The inspector spoke to parents.
- The inspector looked at documentation, including policies and procedures and the settings risk assessment.

Inspector

Elizabeth Mackey

Full Report

Information about the setting

Topmark After School Club Eliot Bank is one of three childcare provisions run by Topmark Sports Coaching Limited. It registered in 2011 and operates from a hall situated in Eliot Bank Primary School, located in the London Borough of Lewisham. Children have access to two outdoor play areas. The after school club is open each weekday from 3.15pm to 6pm, during school term times only. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities. There are currently eight children attending who are within the early years age group. The after school club offers care for children up to 11 years. All children attend Eliot Bank Primary School. A total of five practitioners work with the children, four of whom hold relevant National Vocational Qualifications at level 2 or 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all practitioners have appropriate knowledge of safeguarding procedures, specifically that all managers have attended child protection training, have a clear understanding of their roles and responsibilities and are aware of the procedures to be followed to safeguard children from abuse or neglect
- ensure each child is assigned a key person to support their individual needs
- update the safeguarding policy to include a statement on the use of mobile phones and camera's
- undertake sensitive observational assessments in order to plan challenging and rich learning experiences, which complements their learning in school
- foster a culture of self improvement by using self evaluation to identify key priorities for improvement that will improve the quality of the provision for children
- ensure the information provided to parents about how the Early Years Foundation Stage is being delivered in the setting is accurate
- improve the organisation of the play space and resources to, promote children's independence and enable them to develop their own ideas, make links between ideas and develop strategies for doing things.

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

- increase opportunities for children to develop their symbolic play, for example providing role play areas
- increase opportunities for children to incorporate everyday technology resources into their play, such as cameras, torches, and programmable toys.

Inspection judgements

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

The out of school club provides a relaxed atmosphere, enabling children to settle quickly when they arrive from school. A number of children in the early years age group attend this setting, receiving their main education in the school. Practitioners are aware of the Early Years Foundation Stage learning and development requirements; however, they do not use this to complement children's learning in school. Practitioners respond to children's requests for a particular activity and they are aware of what the children enjoy doing. However, there is no consideration given for the specific needs of children in the early years age group. There is no key person system in place to support individuals. Furthermore, the environment set up fails to stimulate children's creativity, problem solving and ideas and resources to not link to children's ongoing interests.

General information is on display about the Early years Foundation Stage; however, there is no planning in place based in individual children's needs, interests, and preferences to ensure continuity of care and learning. Children take part in a variety of adult led and free-play, including lots of outdoor and sporting activities. When children arrive from school, they go to the outdoor area where physical activities are available, for example, football and climbing. Through discussions with practitioners, it is evident that children enjoy playing outside in the fresh air. However, no alternatives are available to the children, because the hall is not set up when they arrive from school. Therefore, practitioners do not consistently respond to children's preferences and meet their individual needs. After tea time, some activities are set out and children have the choice of indoor or outdoor play. Children are keen to participate and they learn some skills that will help them in the future. For example, they play team sports, where they learn to take turns, and how to follow rules. A group of children initiate their own play using different materials. This involves cooperation and teamwork between the children and they successfully build a den, which they then enjoy playing in. Some of the younger children play on their own, building with the construction or drawing pictures. Practitioners interact with them as they do so, but the activity lacks variety and the resources are basic.

Overall, the range of activities on offer lack variety, interest, and challenge. The equipment available is generally, of suitable quality, however, there are limited resources to support the younger children's symbolic play; for example, there are no role play areas to encourage them to lead their own play. There are no opportunities for the children to access everyday technology resources. All equipment is stored in an outside shed and is set up by the practitioners. Therefore, children have limited opportunities to make choices and express preferences. Practitioners do not make observations of how children are engaging and progressing. This means they cannot ensure that they are offering accurate and appropriate challenge to young children or that they are meeting their individual needs in the setting.

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

Children are generally happy in the setting and play together with their friends. Practitioners interact well with the children and their relationships are good. However, the lack of a key person for children to form appropriate bonds with means their emotional development is not fully supported. This impacts on how secure they feel in the setting.

Children develop their understanding of diversity through the activities and the celebrations they share. They behave well and follow the behaviour and safety boundaries in place. Several practitioners hold an up to date paediatric first aid certificate and relevant training for food hygiene.

Children take part in activities and daily routines that contribute to a healthy lifestyle. They enjoy a wide range of sports activities which develop their physical skills and agility, for example, football, climbing, and tennis. There are also indoor sports and the children like to play a game of badminton. The children challenge practitioners to play and they respond with enthusiasm, creating an element of fun and competition,

While getting ready for tea, children know they need to wash their hands. They manage their own basic hygiene and personal needs successfully, including going to the toilet independently. They are offered a healthy tea, which includes a choice of rolls and salad. Drinks are available throughout the session so children do not become thirsty. Snack time is a social occasion and the children talk to one another and with practitioners, as they enjoy their tea.

Practitioners are keen to develop positive relationships with parents. They warmly welcome parents and acknowledge their departure when they leave. They provide some parents with a general update. However, as children do not have designated key person, information shared is inconsistent, particularly concerning their progress in learning.

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

This inspection was brought forward following concerns raised relating to safeguarding and suitability of staff. The setting was found to be in breach of several legal requirements and actions were set for these to be remedied. The setting met the actions suitably but have since employed a new manager. Ofsted have not been notified of a change to the management of the setting and this is a breach of requirements. Ofsted does not intend to take further action on this aspect.

Arrangements for safeguarding are weak. The registered provider is the nominated person for safeguarding; however, he is not a practitioner at the setting. The manager of the setting has insufficient up to date knowledge of child protection in order to take the lead responsibility for safeguarding in the team. Furthermore, there is a lack of understanding in the team about who the nominated person is. The setting have recently revised and updated their safeguarding policy. However, it does not include the information about the use of mobile phones and cameras in the setting, which is a requirement of the Early Years Foundation Stage Framework.

From discussion with the manager, it is clear that there are intentions to implement a system to meet the learning and development requirements. The previous manager, initiated the process, however the new manager has not yet followed it through. As a result, there is not an educational programme in place based on children's individual

interests and needs. Parents are welcomed on arrival and practitioners communicate any relevant information. Parents feel informed about their children's wellbeing and say that practitioners are friendly and approachable. They state that their children enjoy attending the setting after school.

A satisfactory risk assessment is in place and daily checks minimise potential risks to the children. There are a range of comprehensive policies in place, which have been recently reviewed. However, there is a marked difference between the details in written policies, with the actual practice in the setting. For example, the information for parents about the arrangements for children in the early years state, each child has a key worker, and there are systems in place for planning and observation, which is not accurate. There are satisfactory recruitment procedures in place and essential information relating to practitioners suitability is available on site. There are no systems in place for self-evaluation and not all recommendations made at the last inspection have been addressed. Therefore, there are no targets in place to improve the quality of the provision. Both the manager and the deputy manager are not aware of the self evaluation for the setting to support and review their ongoing practice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are informed of the appointment of a new manager (compulsory part of the Childcare Register)
- ensure Ofsted are informed of the appointment of a new manager (voluntary part of the Childcare Register)

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY432945
Local authority	Lewisham
Inspection number	913057
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	32
Name of provider	Topmark Sports Coaching Limited
Date of previous inspection	02/02/2012
Telephone number	02087788656

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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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