

Soccer Skills UK at Christ the Saviour Primary School

Christ the Saviour Primary School, The Grove, London, W5 5DX

Inspection date

Previous inspection date

16/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children's physical and creative skills are enhanced through a wide range of well-planned sports and art sessions. This complements their learning at school.
- Staff are kind and respectful and provide secure relationships for all children, as a result, children behave well and enjoy their time at the club.
- Partnership with the feeder school is strong ensuring there is continuity in the provision and communication between all people involved in the children's care.

It is not yet good because

- The provider does not ensure that all requirements relating to documentation are met. Particularly, some records regarding staff recruitment, required policies and permissions for administration of medicine are not available or accessible for inspection.
- The provider does not always complete his own Disclosure and Barring Service check, which makes their recruitment procedures less robust.

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 had a tour of the school premises with the manager of the club.
- The inspector took account of the views of the parents.
- The inspector observed children's activities inside and outside.
- The inspector sampled documentation available.
- The inspector met with the provider to discuss how the provider meets the requirements for the Early Years Foundation Stage.

Inspector

Carolina Montesinos Zamora

Full report

Information about the setting

Soccer Skills at Christ the Saviour Primary School registered in 2014. Soccer Skills UK Limited is a private company that operates the setting. The setting is situated in Ealing. The setting is situated within Christ the Saviour infants school premises. The setting only provides care for children attending this school and the junior school situated on another site, within close walking distance. The children have access to the nursery premises, the school hall, additional classrooms, the information, communication and technology suite, and associated facilities. Two of the school playgrounds are used for outdoor activities. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The setting currently provides after-school care during term-time only from Monday to Friday and operates from 3.20pm to 6pm. Older children attending within the infants and junior school also attend. The setting employs 12 members of staff, including the manager and the registered individual. Of these, six members of staff hold appropriate early years qualifications. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that enhanced criminal records disclosure checks are completed for every new member of staff
- ensure documentation is accessible and available for inspection, particularly information relating to staff recruitment, required policies and permission for the administration of medicine

Inspection judgements

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

Staff are skilful and provide a wide range of activities, which are tailored appropriately to meet the needs of children of different ages. Children enjoy the after-school club activities and the staff make use of every opportunity to teach children new skills and extend their learning. For example, during a circle time activity outside, children who have just started reception year at school, take turns to share some facts about themselves with the group. This supports children's personal, social and emotional development and helps children get to know each other and make friends. Children also access a range of creative workshops, such as drama, art and dance sessions. Furthermore, the club focuses on sports activities; therefore, children develop new skills as they participate in football, tennis and other skill games with their sport coaches. At the same time, those children who prefer quiet

activities are also able to choose between arts and crafts or play dough activities. This extends and complements their learning at school, in particular in the areas of physical and creative development. Additionally, children are given many opportunities to develop their listening and concentration as well as social skills, which support children's preparation for their next steps.

Staff know the children well, as some work also at the school. Therefore, they plan activities taking into account needs and interests of the children and provide a good balance between more active and quiet activities to meet the needs of the children. Children are given choices and their views are listened to. For example, during a creative activity, children are given a wide range of materials to use and extend their experience. They are able to choose what materials to use and how to use these resources in order to explore and create. Staff provide enabling interactions and ask open-ended questions to help children think and make their own choices. This helps children develop their self-confidence and motivation for learning. Staff provide good support for children with special educational needs and/or disabilities. They liaise closely with schools and form individual plans for children, which are shared among the staff team. This helps to ensure that children get consistent and tailored individual care and learning opportunities.

Staff speak to parents every day to keep them informed of their activities and well-being. Parents share their ideas about activities that staff could include in planning based on their children's skills, interest and needs. For example, parents talk to staff about supporting children with their school homework, learning specific new skills or implementing individual educational plans for children who need additional support. This provides parents with good opportunities to take part in their children's learning. Therefore, partnerships with parents are strong; as a result, children receive unified support to make good progress based on their starting points. The strong links with the school enables also good communication with parents and fosters a unified supportive environment for children. This means that staff exchange key information about the children's day and their needs and work well in partnership in ensuring children's learning and well-being is enhanced.

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

Staff are sensitive to children's needs and ensure there is continuation in the relationships they provide for children. For instance, in order to help younger children build secure attachments, staff plan for the key people to visit the school. Staff go into the classrooms at the beginning of the year to introduce themselves to the new children, especially those in the reception year. This helps children feel safe and secure in the care of the staff. Therefore, the key-person system is sound and overall children are developing secure bonds with the staff. This means, children feel safe and confident to express their views and opinions and are learning to follow instructions and play cooperatively. Staff use kind words and soft voices when talking to the children, they are also enthusiastic and join in with activities. This helps children become motivated to participate. Staff follow the behaviour policies consistently and offer children options, talk calmly and respectfully to the children when addressing any unwanted behaviour. Therefore, children show respect

for the staff and each other and behave well.

Staff follow a healthy eating scheme; therefore, children grow in their understanding of healthy food and healthy lifestyles. For instance, staff make sandwiches using brown bread and offer fresh fruit, juice and water for tea. Children eat their tea independently and staff sit with them to offer support. There are water fountains available throughout the school but staff also make sure they offer children water during the session. Staff help children learn to manage their own personal needs and although they are vigilant and take groups of children to the toilets, children use the facilities and wash their hands independently. This means promote good hygiene practices and encourage children to wash their hands before snack and after playing outside. The club's curriculum mixes indoor and outdoor activities, children use the facilities of the school including the large playgrounds and they will soon have access to the newly built tennis courts. Outdoor play helps children access fresh air every day. Additionally, activities planned for the children include team sports, such as football and team games, tennis and dance sessions. This promotes children's physical development complements learning they receive at school and reinforces their understanding of the effect of physical exercise in the bodies.

Staff have a suitable understanding of issues related to child protection. They have received adequate training on the company's policies and procedures and are confident explaining the correct steps to take to ensure the welfare of the children, including who to contact if they are concerned about a child. Staff help children learn to be safe as they risk assess the premises regularly. Therefore, staff demonstrate sufficient knowledge and understanding of safeguarding children and children are developing their understanding of safety. Furthermore, staff have a suitable understanding of how to deal with children's incidents and accidents appropriately and keep record of this, which they share with parents. This helps keep children attending the club safe. However, there are no records of some of the staff's disclosure and barring service checks available at the time of the inspection to confirm their suitability. Nonetheless, the provider confirms that they have seen these checks and staff work in groups and under close supervision of the provider and manager. This was observed during the visit. Therefore, the impact on the children's welfare is minimal.

There is regular communication between the staff and parents and this involves exchanging information about the children, their needs and interest. This helps staff plan for individual care and medical needs of the children. For example, staff discuss allergies with parents and ensure a care plan is put in place for those children and first-aid trained staff are always present at the club. Staff are confident explaining their policies on managing child sickness and their policies on administering medicine when needed. For example, they would contact the parents to get verbal permission for giving non-prescribed medication. However, parents' written permission to administer such medicine is not available for inspection. Nonetheless, as this was the first week of school, the staff had not yet needed to complete a medicine form.

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

Overall, the provider demonstrates he has sufficient understanding of the safeguarding and welfare requirements. Staff deployment works well in ensuring there is adequately trained staff working with children of the different ages. This means they meet children's needs and interests. However, records are not made available for inspection, with particular regards to some of the staff's disclosure and barring service checks information, full policies and permissions to administer non-prescribed medicine. This means that the provider does not ensure that all requirements relating to documentation are met in order to ensure the effective running of the setting. Nonetheless, staff are well supervised and communicate regularly with each other, the school staff and parents. Therefore, the impact on the welfare of the children is not significant. Although the written policies are not available for inspection, staff demonstrate they have secure knowledge of their internal policy and of multi-agency procedures to follow if they have concerns about a child. They access regular training, which keeps the staff alert and knowledgeable of child protection issues. This contributes to promoting the welfare of the children.

Staff ensure risk assessment procedures are sound, and complete constant checks of the premises, monitor children's activities well and complete regular checks of the equipment to ensure it is suitable for the children to use safely. This helps keep children stay safe. Overall, the provider has a sound knowledge of safe recruitment and in general ensures procedures are followed. The provider is aware that all staff must have enhanced criminal records disclosures to demonstrate that they are suitable to work with children. He has followed through appropriate procedures to ensure that staff are qualified and have experience to work within their roles. However, the provider does not always implement his own suitability checks for staff, having accepted their current disclosure and barring service document that was completed previously by the school. This makes recruitment procedures less robust. Nonetheless, in such cases, the provider works closely with the school and ensures checks were conducted recently and no staff is left alone with the children. This helps minimise any potential risks to children and this means the impact on the children is minimal.

Induction processes ensure all staff are confident in their roles and access feedback and training, which enhances practice and supports professional development. Staff are able to attend some training courses organised by the local authority and in-house training with the school. This helps to ensure that staff continue to improve their skills, knowledge and practice to help drive improvement in the quality of the provision and has a positive impact on outcomes for children. There are suitable systems for supervision and appraisals, which mean staff support and training needs for professional development, are identified and addressed. For example, the provider ensures all staff attend safeguarding and food hygiene training and sports coaches' access courses to enhance their skills. The provider is proactive and welcomes feedback from parents, children, staff and other professionals in order to evaluate, adapt and enhance their practice. For example, staff talk to children and consider their preferences and send out parent surveys. The club requires improvement because there were some breaches to the welfare requirements, which the provider did not identify. However, the provider has a positive attitude for improvement and this contributes to ensuring improvement.

Staff work closely with the school. This means key information about the children is

regularly exchanged between the staff, which helps ensure children's care needs are met. Additionally, there is continuation and support in helping children acquire further skills as part of the club's provision. For example, staff consider the school's learning themes and individual educational plans and support children with their homework. Parents speak positively of the supportive staff and comments include, 'I can't thank them all enough for always going above and beyond for my child.'

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 that enhanced criminal records disclosure checks are obtained for every member of staff working with the children (compulsory part of the Childcare Register)
- ensure that enhanced criminal records disclosure checks are obtained for every member of staff working with the children (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	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	EY472466
Local authority	Ealing
Inspection number	965500
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	120
Name of provider	Soccer Skills Uk Limited
Date of previous inspection	not applicable
Telephone number	0208 2496800

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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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