

Chestnuts Playsafe Club

Cheam Park Farm Infant School, Molesey Drive, Sutton, SM3 9UU

Inspection date

Previous inspection date

22/09/2014

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

1

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

- Staff use their knowledge of how children learn to provide interesting activities and relevant teaching methods to complement what children learn at school.
- Children enjoy a wide variety of extremely tasty and nutritious evening meals which supports their good health.
- Self-evaluation is strong in identifying the strengths of the provision and areas where they focus for improvements, working with children, parents and teachers.
- Leadership and management is a particular strength. Good organisation ensures children are supported by well-trained staff.

It is not yet outstanding because

- The planning of activities does not fully support children to freely access the library or play outside to support their learning through 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 reviewed a range of documentation, policies and procedures.
- The inspector invited the club supervisor to carry out a joint observation.
- The inspector spoke with parents as they collected their children.
- The inspector observed staff interacting with children both indoors and outdoors and asked them questions.

Inspector

Gillian Cubitt

Full report

Information about the setting

Cheam Park Playsafe Club (Chestnuts) is privately managed by Jancett Childcare and JACE Training Ltd, that runs 21 nurseries and out of school clubs. It registered in 2009 and changed business status in 2014. It operates from a separate building within the grounds of Cheam Park Primary School in Sutton. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll, of whom three are in the early years age group. The club is open term time only after school each weekday from 3.10pm to 6.30pm. All children share access to an enclosed outdoor play area. The club is open only for children who attend Cheam Park School. The club supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are three staff who work at the club; two 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:

- review planning to provide children with more choice and free flow of movement to the library area and activities outside.

Inspection judgements

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

Children have fun at this after-school club and say how much they enjoy attending. Staff know the children very well and this commences from when children start with detailed information sought from parents and the children. This helps staff to meet their needs consistently. Staff are also effective in obtaining the views of teachers, which enables them to adapt their activities to meet the needs of the younger children who attend. For example, staff continue to support children's creative development by providing plenty of craft materials. During such an activity some children enjoy drawing faces and other children practise cutting up wool for hair and other materials to add more dimension to their pictures. This individualised teaching gives children the precise experiences that they need to further support their skills and learning.

Staff prioritise children's personal, social and emotional development and they can knowledgeably explain how each activity provides opportunities to develop in this area. Staff support new children particularly well, knowing that they have had a busy time at school. Consequently, staff provide children with many activities that they can enjoy, while having fun with their friends. For example, staff help children to build tower constructions and participate in competitive games. Outside, children enjoy playing games such as football and tennis where they hone their physical skills while developing strong

friendships of team playing.

Staff work with parents to complete an individual play plan for their child each term. Children benefit because it is an opportunity for parents and staff to reflect on how children are making progress. This also now includes the comments from teachers from the school so staff are able to continue any specific areas of learning through interesting play activities.

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

Children show excitement and enthusiasm as they play with their friends at the club. Staff nurture new children particularly well, knowing that they are already facing the challenges of a full day at school. Consequently, staff work very closely with parents and teachers. Staff provide suitable activities that they know children will enjoy. Key persons are always nearby to give the new children extra reassurance and support. This means that children settle extremely well in this cosy, comfortable environment. Children quickly adjust to the evening routines and begin to make friends with the older children who welcome them to take part in their games.

Children share the objectives of the club and contribute to them exceptionally well as they observe the club rules. Children's behaviour is of a very high standard because they share, take turns and help each other in activities. During the inspection, older children carefully showed younger members of the group how to play a particular game matching counters in a row and, when outside, they put younger members in goal to ensure that they have a chance of kicking the ball. Children have extremely good opportunities to be independent but also understand the importance of listening to instructions. Staff use a system of clapping that children understand and copy when they need to be quiet and listen. Staff also encourage children to resolve conflict themselves, which empowers them to make their own decisions. This raises children's awareness of compromise and working together.

Staff have an excellent understanding of how to safeguard children. This is because their training is thorough and ongoing revision supports their knowledge and confidence to take appropriate action to protect children. The safety of the environment is very secure. Staff are extremely alert to hazards in the environment and risk assess effectively. The club uses an intercom and camera system to identify all visitors and the rigorousness of identity checks prior to admission further keeps children very safe.

Staff are vigilant protectors of children's health needs. They are all qualified in first aid, including Epi-Pen training. This means that children have immediate, first-class attention in the event of an accident. Children competently see to their own self-care routines, which shows they thoroughly understand the importance of cleanliness before eating. Evening meals are a particular strength of the club in supporting children's good health. Children enjoy fresh wraps with a selection of salads, cheese and tuna. Children's dietary and medical needs are carefully noted and meals are adapted well to meet these. All children therefore feel fully included in the highly enjoyable social experience of sitting to eat together. Children help themselves to drinking water during their outdoor play and

enjoy picnics of fruit when they wish to take a break from active play.

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

The strong leadership and management of this club ensure that recruitment procedures are very robust. The managers thoroughly check the suitability of all staff before starting to safeguard children. Managers also closely monitor staff through a period of induction where they expect staff to take further training in subjects such as first aid and safeguarding children. Regular meetings take place which helps to update staff on policies and procedures. This shows staff that the standards of the organisation are high, what is expected of them and reflects in the service that children receive.

There is a system for monitoring all children's learning who attend the club. Children benefit from a broad range of experiences that help them progress in all areas of learning. Staff also capture the views from teachers about children's progress so staff are able to include this in the planning to help children develop further. The organisation of the session is good and children have access to a comfortable library, play/activity room and outside activities. However, staff do not always provide children with free flow to access areas such as the library and outside play. This presents some restrictions on children's choices.

The management and staff demonstrate a strong drive for improvement by making best use of the Ofsted self-evaluation form as a working document and update it each month. This shows the good progress the club has made since registration and how they have made revisions with the changes of the requirements of the Early Years Foundation Stage to support good outcomes for children.

There is a very warm, friendly atmosphere as parents arrive. They know each other well and take the opportunity to catch up with news from the school and the after-school club. Staff also give parents daily feedback about their children's time at the club. All parents give the staff high praise because their children learn many new life skills as well as being very safe. Children show a reluctance to go home when parents arrive early because they do not want to leave their friends and fun activities.

Staff work in strong collaboration with the school to support children's learning. They are able, therefore, to identify any areas where children may require extra support while they attend the club. Staff also demonstrate an understanding of working with other agencies to further support children who may have special educational needs and/or disabilities and promote their full inclusion.

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	EY470057
Local authority	Sutton
Inspection number	956699
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	33
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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