

Topmark After School Club Eliot Bank

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

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|--------------------------|------------|
| Inspection date | 02/10/2014 |
| 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 | | 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

- Staff provide clear expectations to children about the behaviour expectations. Children respond well to these and demonstrate positive behaviour at the club.
- Staff develop strong partnerships with parents and teachers, which helps them meet the children's individual needs well.
- Staff promote children's personal and social skills well. They are fully aware of the children's individual needs and support these effectively.
- The management team monitors the setting effectively. They encourage all staff to enhance their professional development through ongoing training, which benefits the children.

It is not yet outstanding because

- At times, the noise levels in the hall means children at quieter activities find it difficult to listen to instructions from staff.
- The routine at the end of the day leads to some children becoming restless.

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's play and staff interaction with them, indoors and outside.
- The inspector spoke with the provider, manager and staff at appropriate times during the inspection.
- The inspector examined documents including a sample of children's records, development plans, staff suitability records, and policies and procedures.
- The inspector offered to complete a joint observation with the manager.

Inspector

Rebecca Hurst

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 Eliot Bank Primary School, located in the London Borough of Lewisham. The club provides care for children who attend the school. Children have access to the school hall and 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.

There are currently three children on roll in the early years age group. The after school club offers care for children up to 11 years of age. Five staff work with the children, of these, four hold relevant qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- take steps to minimise the noise levels in the hall so that children participating in quieter activities can enjoy and benefit from these fully

- review the end of day routines so that children are occupied with suitable activities until they go home so that their learning and development continues to be supported.

Inspection judgements

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

Children are happy and settled at the club. Caring staff meet children's individual needs well. Each early years child has a key-person, who builds strong relationships with them. As a result, staff develop a strong understanding of children's learning and care needs. Planning incorporates children's individual next steps in learning. This enables each child to progress at their own rate and supports them well in making good progress from their starting points. Staff complete observations and use this information effectively to provide feedback to parents about their children's development and progress. Staff receive daily information from the teachers about children's individual care and learning needs. In addition, monthly meetings are held with school staff to discuss children's learning and development. This supports children's individual needs and helps to enhance and extend children's learning and development, as there is a combined approach. In addition, staff find out from the parents and children what they have been doing at home and at school. They use this information well to shape activities that promote children's learning and

development. For example, children enjoy learning about different cultures and festivals. They sit in groups and discuss what they have been learning at school and the topics they have covered. This strongly promotes the children's language development and their awareness of the wider world.

All ages of children enjoy playing active games in the hall and playground. These promote children's physical development securely, such as playing ball and parachute games. Staff join in the games, which children find really exciting. Older children nurture the younger ones and make sure they understand the rules of the game. They take care not to accidentally hurt the younger ones when they are all running around or pulling them under the parachute in a game of 'sharks'. This greatly supports the children's safety and their understanding of rules. However, at times, when children are playing in the hall the noise levels rise. This means children at quieter activities are unable to hear what staff are saying to them. As a result, children lose interest as they are not sure of what they should be doing during these activities.

Staff provide role play resources that support children's creative play and imagination, such as play kitchens and utensils. They encourage the children to talk and explain about what they are doing while playing with these resources, which enhances their language skills. Children use technology resources, such as the setting's computer tablet. For example, they learn to take photographs and develop their understanding of how to view these on the tablet, showing them proudly to staff. As a result, children develop their understanding of how to use modern technology.

Children and staff work well together to pack away the resources at the end of the session. This promotes the children's sense of responsibility effectively as they work in partnership to move larger pieces of equipment, such as play mats. However, the children are then unoccupied for a short time until they go home as all the resources are packed away. As a result, some children start to get restless while waiting to be collected.

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

Staff take time to talk to the parents to find out about children's needs, such as any changes in their lives. This means staff understand children's individual needs well so that they can provide any specific support needed, which promotes good continuity of care. Staff work well with the children to help them to settle in when they first start at the club. They find out about children's likes and dislikes and use these to plan activities to meet their individual needs. Staff set out resources for the children for their arrival at the club after school. This makes the environment welcoming and enables children to start playing straight away. During the session, children regularly help themselves to different resources. This supports children's individual choices and promotes their independence skills effectively.

Staff have a good understanding of behaviour management and they are all consistent in their approach with the children. As a result, children develop a good understanding of the expectations of behaviour. Staff are skilled in supporting younger children so that they

build their confidence. They nurture the younger children's self-esteem and confidence through the good use of praise and support. All children behave well and work very well together. Staff support the children consistently in learning how to keep themselves safe. For example, children take part in regular fire drills, which supports their secure understanding of what to do in an event of an emergency. In addition, staff gently remind the children about moving safely around the hall.

Children learn about exercise and healthy lifestyles through informal discussions at teatime with staff. They develop their small physical skills and independence as they made their own sandwiches. Children enjoy playing outside and develop their balance and coordination through playing ball games and using the climbing apparatus.

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

The manager has a strong understanding of the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. Staff demonstrate a secure knowledge and understanding of safeguarding and child protection procedures. For example, they are fully aware of who to report any concerns about children's welfare to and they have a comprehensive knowledge of the clubs policies and procedures. This helps them to keep the children safe. Staff record the children's arrival and departure times so they know which children are at the club at any one time. Staff recruitment procedures are robust with effective checks that establish the suitability of staff to work with the children.

The manager evaluates the education programme well. For instance, she works in close partnership with the teachers of the children. This helps them to identify and support children's individual learning needs effectively as they share information about their achievements. Each member of staff has regular appraisals to assess their training needs to support their professional development. They have recently attended training in relation to the changes to the Early Years Foundation Stage. As a result, staff understand their roles and responsibilities securely, which benefits the children.

The manager has recently started her role and demonstrates a proactive approach to identifying areas to develop and improve. She gathers the views and opinions of teachers, staff, parents and children to help her identify priorities for improvement. These measures are supporting the manager, provider and staff to make steady continuous improvement to benefit the children.

Staff form good partnerships with parents and encourage a 'two-way' flow of information so that they can support children well. They keep parents well informed about their children's day at school by passing on information from the teachers. In addition, staff talk to parents about their children's time at the club. As a result, staff promote good continuity of care for the children.

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

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|------------------------------------|---------------------------------|
| Unique reference number | EY432945 |
| Local authority | Lewisham |
| Inspection number | 963436 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 8 |
| Total number of places | 45 |
| Number of children on roll | 77 |
| 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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