

# Wells Primary School Out of School Club

Wells Primary School, Barclay Oval, WOODFORD GREEN, Essex, IG8 0PP

<b>Inspection date</b>	02/10/2014
Previous inspection date	02/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are deployed effectively to meet the needs of individual children. This enables children to make good progress towards the early learning goals.
- Children can freely choose from a variety of activities. They are well supported by staff who join in with their play and exploration.
- Children are able to demonstrate a good understanding of boundaries, enabling them to stay safe and behave well.

### It is not yet outstanding because

- Staff do not currently extend children's understanding of other cultures through their role play, and the resources provided outdoors do not always challenge children fully effectively.
- The management are not always fully involving staff in their evaluation of practice.

## 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 sampled a range of documentation, including those relating to safeguarding, recruitment and children's learning and development.
- The inspector held discussions with the manager and staff.
- The inspector observed practice throughout the setting, inside and outside.
- The inspector held discussions with parents to seek their views of the setting.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Stephanie Huseyin

## Full report

### Information about the setting

Wells Primary School Out of School Club registered in 2007 and is operated by the Forest YMCA organisation. The setting is situated within the London Borough of Redbridge and provides after-school care for children only attending Wells Primary School. The provider supports children with special educational needs and/or disabilities, and those children who are learning to speak English as an additional language. Children have the use of the school dining hall, main hall, computer suite, outdoor playground and toilets. There are currently 34 children on roll, nine of which are in the early years age range. The provider is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting operates during school term-time between the hours of 2.30pm and 5.30pm for after-school care. The provision currently employs three staff. This includes the manager whom is qualified at level 3 and two members of staff holding level 2 qualifications who are currently studying the level 3.

### What the setting needs to do to improve further

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

- strengthen children's overall learning experiences, for example by providing a range of dressing-up clothes to extend their understanding of the world, and a range of challenging resources outdoors to promote their physical development more effectively
- involve staff more effectively in the self-evaluation process to fully reflect the strengths and weaknesses of the setting and help maintain continuous improvement.

### Inspection judgements

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

Staff are welcoming and friendly towards all children who attend the club. Children show much interest in the activities on offer and make choices independently. Staff interact sensitively with children to help them in their choices. They engage children effectively in conversation. For example, staff talk to children about their activities. This encourages children to develop their use of language and communication skills as they talk with adults, such as about their pictures. Children have opportunities to practise and develop their social and mathematical skills when playing matching games. For example, they enjoyed taking turns, comparing scores and counting. This activity develops their numeracy and counting skills in a fun way.

Children concentrate well on their chosen tasks. They spent much time making patterns with elastic bands on the 'rainbow loom'. This helps to develop their hand-to-eye coordination and their finer physical skills. Staff responded to children's requests for alternative activities, such as a team games, construction and outdoor play. This contributes to children enjoying harmonious play in a relaxed atmosphere.

Staff ensure that they prepare for activities before children arrive so that they have all the necessary equipment and resources ready. For example, they provide children with a variety of different resources, such as for drawing, matching games and construction. Staff observe children during their play and meet once a week to draw up weekly plans. They also evaluate their organised activities daily. This helps them to ascertain what children have learnt or what skills they have developed. Staff seek the views of the children as to which activities they would like to be included in the planning. This helps them to plan activities that children enjoy. The manager acts as the link worker to the teacher at the school to ensure a consistent approach in their future activity plans.

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

Staff provide a good range of activities in different play spaces around the room and use the outdoor area to develop children's physical skills. This enables children to become involved in various types of play or simply choose to relax. Although there is a range of suitable resources outdoors, there are fewer opportunities for children to challenge and extend their abilities, for example by creating an obstacle course. Children develop close relationships with others and enjoy spending time with friends as they talk and play. They feel safe in the club because there are adults to whom they can turn if they want reassurance. Children are made aware of potential dangers when running in the school playground. In this way, they learn to assess risks and how to keep themselves safe.

Staff remind children to wash their hands before eating snacks so that they adopt good hygiene practices. They provide a range of snacks, taking into account the children's dietary needs. Children are given the opportunity to make choices and participate in making their own sandwiches at tea time. This means that staff enhance children's personal independence skills by consistently encouraging them to be involved in preparing, selecting and discussing the healthy food options.

Staff are consistent in reinforcing suitable boundaries with children. Consequently, children know the rules of the club and what is expected of them. They behave well at all times. For example, they line up when asked to do so and sit appropriately on chairs. Children enjoy opportunities to take part in physical activities outdoors. For example, they like to play ball games, which help them to develop better coordination and a sense of space. They also enjoy using the large equipment in the school playground, which encourages them to move and travel in different ways.

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

The manager has effective policies and procedures in place to promote the safeguarding of all children. For example, she ensures that all staff complete the required checks to show that they are suitable to work with children. She understands the importance of informing Ofsted of any significant events and follows clear safeguarding procedures. All new staff receive a thorough induction so that they are fully aware of the setting's procedures, especially those relating to safeguarding. All staff demonstrate that they are aware of the processes to follow should they have a concern about a child. This helps safeguard children's welfare and well-being effectively.

Staff carry out daily safety checks to make sure that the play areas continue to be safe for children. The manager is attentive to security, for example by monitoring children, parents and visitors as they come and go. A visitors' book is in place and security passes are issued to monitor all adults on the premises. All records relating to children's health and safety are well maintained to promote their welfare effectively.

The manager provides parents with detailed information about the club. They receive regular feedback so that they are kept up to date with current information, for example about staff and activities. Parents are asked to provide information about their children when starting at the club. This helps staff to provide appropriate care and learning opportunities for children. Staff also liaise with other professionals, for example they meet with children's teachers to ensure continuity of care at the club.

The manager maintains a high ratio of staff-to-children. Consequently, children are supervised well and feel well looked after at the club. Staff are deployed so that they can support children in their free choice of play, around the canteen and in the computer suite. Staff respond to children's interests by organising activities at their request, for example, making loom bands or participating in games.

The manager is aware of her responsibility to meet the requirements of the Early Years Foundation Stage. She has established a key-person system so children receive individual help as necessary. She has an established an effective system to ensure children's needs are met and staff offer appropriate support during activities.

The manager carries out an evaluation process to monitor practice. She invites the views of parents and children, and discusses the day-to-day work with staff regularly. However, the staff are not always encouraged to be fully involved in the evaluation to help drive improvement.

### **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

<b>Unique reference number</b>	EY340832
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	844017
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Forest YMCA of East London
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	07957 157929

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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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