

# Comets Playsafe Club

Collingwood School, 3 Springfield Road, Wallington, Surrey, SM6 0BD

## Inspection date

19/08/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

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 1

## The quality and standards of the early years provision

### This provision is outstanding

- The staff's excellent understanding of safeguarding, supported by the extensive policies and procedures, fully enhances children's safety and wellbeing.
- The quality of teaching is excellent. Staff demonstrate a very good understanding of the Early Years Foundation Stage. As a result, children engage in an extensive range of inspirational and stimulating activities, indoors, outdoors and on outings. These planned activities meet children's individual needs and interests extremely well, contributing to their continued progress and development.
- Children are extremely happy and settled at the holiday club and are supported exceptionally well in their play by the caring, enthusiastic staff team who create a happy, stimulating environment.
- The excellent partnership formed between parents and staff provide a positive, valuable two-way flow of communication. This enables parents to be actively engaged in their children's learning.
- The staff use their reflective practice and self-evaluation to provide interesting and innovative activities which offer appropriate challenge. Staff promote health and safety very effectively.

## 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 children's assessment and planning records, adult qualifications and suitability to work with children, and the setting's policies and procedures.
- The inspector spoke to the children, parents and members of staff.
- The inspector conducted an observation of an adult-led activity and discussed findings with the manager.
- The inspector discussed the setting's reflective practice and self-evaluation systems.
- The inspector discussed with children the activities they enjoyed participating in.

## Inspector

Lara Hickson

## Full report

### Information about the setting

Comets Playsafe Club is a privately managed out of school provision owned by Jancett Childcare and JACE Training Ltd, that runs 21 nurseries and out-of-school clubs. It was registered in 2012 and changed business status in 2014. It is based at Collingwood School, which is an independent school in Wallington, Surrey. The holiday club operates within the school grounds using the hall and children have access to the toilets and playground facilities. It opens Monday to Friday in the school holidays only from 7.30am until 6.30pm.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club has 80 children on roll and 10 in the early years age range. A team of eight staff work with the children, of these all have early years qualifications to the minimum of level 2, although many have completed level 3 and one member of staff has a level 4 qualification.

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

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

- enhance further the already robust systems to promote children's independence skills by enabling them to participate in the preparation of fruit for snack and tasting activities.

### Inspection judgements

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

Staff demonstrate an extremely secure understanding of the learning and development requirements of the Early Years Foundation stage. Children are encouraged to explore and initiate their own play experiences and staff are on hand to engage and motivate them, stepping in when they require support or encouragement. Staff interact exceptionally well with the children and engage them in play activities, supporting and enhancing their learning. For example, when children are writing their names on their drawings, staff praise their efforts enthusiastically. Staff clearly understand the expected levels that children should reach at their different ages and stages, and planning clearly differentiates between the younger, older and more able children. This ensures that staff can support children's progress effectively. For example, staff use their knowledge of the early years exceptionally well to plan an extensive range of activities and experiences to meet the individual needs of children in the early years age group. They thoughtfully complete planning for the older children to provide challenge and interest that meets their needs. As a result, there is a wonderful bustling atmosphere where children are engaged and stimulated by the numerous activities and outings available each week. Children enjoy

being at the setting, chattering away with their friends, happily engaging in free play and choosing which activities to participate in.

When children first start attending the holiday club, staff observe the children during play activities, assess their learning and development, and plan additional activities relevant to children's interests. Staff plan extremely well for children's next steps in learning and support these through the exceptional variety of play activities, resources and outings. As the setting is a holiday club where children relax and have fun, staff ensure that they enhance children's learning through stimulating, innovative experiences. Staff meet children's individual needs extremely successfully through the highly effective key-person system. Information from parents, together with staff's initial observations, provides an effective base for establishing children's starting points. As a result, children settle quickly and make extremely good progress towards the early learning goals.

The environment is welcoming and stimulating with an extensive range of resources available at low level to support children to initiate their own play, become independent and enhance their decision-making skills. Children are also confident to request additional resources thorough the day. Regular evaluation of activities and discussions with children enable staff to implement new ideas and children's individual interests into their weekly activity plans. This continually improves the educational programmes. Staff use planning effectively to ensure that activities offer carefully balanced learning in both the indoor and outdoor environments.

Children develop skills to become confident talkers as they receive numerous opportunities by staff to express their views and preferences. For example, staff introduced a circle time for younger children. This enables them to speak in a smaller group with children of their own age, which provides a less intimidating forum for younger children to express their opinions. This really highlights the staff's understanding of the changing needs of children of different ages and how they meet their individual needs so effectively. Staff highly value children's contributions and ideas, which supports their confidence and self-esteem extremely well. Their views inform the weekly planning and the planning for future holiday club sessions.

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

Children are supported exceptionally well with their care and well-being. Children settle extremely well at the holiday club, separating from their parents immediately, eager to seek their friends and access the resources available that day. The holiday club is a happy, relaxing provision where behaviour is excellent and children are absorbed and interested in the wealth of activities available. The atmosphere is welcoming and busy with children playing board games together, developing their imaginations in pretend play and extending their creativity during craft activities. The highly effective key-person system supports children to build trusting relationships with staff and they display a strong sense of belonging. As many of the children attend after school clubs that holiday club staff also work at, staff know the children exceptionally well. Younger children benefit extremely well from playing alongside the older children who happily include them in their games.

For example, a group of mixed-aged children enjoy playing doctors and vets in the outdoor area, and the language exchanged really enhances younger children's play. Behaviour at the setting is extremely good and staff effectively encourage and support children to behave appropriately. During a very minor altercation in the outdoor play house, staff encouraged children to discuss their individual feelings, to negotiate and to think of ways to resolve their conflict.

Children are encouraged to be independent learners and manage their own personal needs. For example, they wash their hands and use the toilet independently using equipment available such as step-up stools to support their growing independence. Children have access to a very good range of physical activities and experiences outside in the outdoor area and on regular planned outings to local parks, nature reserves and to events in the local community such as those held at the library.

Children's health and well-being is promoted exceptionally well. The setting has comprehensive procedures in place to ensure that meals and snacks are in line with individual dietary requirements. The holiday club offers children an extensive range of nutritious meals and snacks, and this includes a wide selection of fresh fruit, salad and raw vegetables. Opportunities for children to choose from options available and be involved in the serving of snacks and meals are very good, but they are less involved with the preparation of these. Parents have the option to provide a packed lunch for their child's tea or to choose a meal option from the catering company that the holiday club uses. Parents comment that they value the flexibility to alter their child's meal arrangements depending on the daily meal option or their work commitments. Children have access to water throughout the day, which enhances their understanding of when they are thirsty. Children are seen accessing drinks independently after playing ball and skipping games.

The holiday club has highly effective measures to promote children's ongoing safety. Comprehensive, detailed risk assessments identify potential risks and minimise accidents and incidents within the setting and on outings. Outing procedures are excellent and thoroughly promote the health, safety and well-being of children. For example, the manager ensures that a manager or a staff member with a level 3 qualification always leads a trip away from the holiday club. In addition, they ensure that one member of staff also holds a valid paediatric first-aid qualification. An extensive outing pack is taken on all outings which includes children's contact details, a first-aid kit, snacks, drinks and a mobile phone. Children wear reflective vests and high staffing ratios ensure that they maintain thorough supervision of children while out of the setting. Children learn about safety as staff remind them to walk inside the setting to prevent them falling over or bumping into another child. During the inspection, children participated in a practice evacuation and this demonstrated their clear awareness of the procedures to follow to keep themselves safe in an emergency.

The setting has an extremely positive approach towards inclusion. They work extremely closely in partnership with parents to fully meet the needs of all children and show a comprehensive understanding of each child's needs and character. Activities provide children with extensive opportunities to learn about the world around them. For example, children often taste food from around the world and recently enjoyed making flags of the

countries participating in the Commonwealth Games. Children have opportunities to celebrate a variety of festivals throughout the year.

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

The quality of leadership and management is excellent. The manager and staff demonstrate a thorough understanding of areas for development and show an excellent capacity for continuous improvement. They maintain all documentation to an extremely high standard, and the management team fully understands the welfare and safeguarding requirements of the Early Years Foundation Stage. For example, all necessary regulatory documentation, including Disclosing and Barring Service checks and staff qualifications, is thoroughly maintained and available at inspection. There are excellent procedures in place for the recruitment, induction and supervision. Staff's professional development is comprehensively enhanced through ongoing support during supervision sessions, appraisals and extensive training opportunities. For example, continuous professional development days further enhance the staff's understanding of key areas such as safeguarding, health and safety and learning and development.

The setting demonstrates an extremely strong commitment to continuous improvement. There is an extensive reflective practice system which involves staff, parents and children working together to develop the quality of the setting. At the end of each holiday club period, children are encouraged to complete a child-friendly questionnaire. Their comments provide ideas to improve activities, resources, outings and menus for subsequent holiday clubs. The management team closely monitors the effectiveness of the educational programme, the learning environment and resources. This ensures that all children are challenged, highly motivated and achieve their individual targets. The management team conducts regular reviews of the provision. They have implemented new ideas and recommendations from other settings to enhance practice further.

Highly effective systems are in place to promote children's security and ongoing safety. Staff demonstrate a robust knowledge and understanding of their role in safeguarding children. This includes extensive procedures regarding the use of mobile phones and cameras in the setting. Extremely secure collection systems ensure children leave only with their designated adult and detailed procedures are in place in the event of an unknown adult arriving to collect a child. A comprehensive risk assessment system ensures that any potential hazards to children are minimised. Management evaluate accidents regularly to establish whether there are any patterns. They take action as appropriate to reduce these. The thorough overview of how the setting operates robustly promotes the safety, health and well-being of children attending the setting.

The setting has highly effective systems in place to develop close partnerships with parents and carers to meet fully the individual needs of children. A parent information table, the parent portal on the setting's website, regular newsletters and feedback with staff ensure that parents are up to date with events and the weekly planning. This supports parents to be fully involved in their child's learning and development during their

child's short time at the holiday scheme. For example, they can choose which days their child attends by deciding what meets their child's individual interests in reference to the huge choice of different activities and outings offered. Parents are encouraged to share their views through regular questionnaires and these inform the future development of the holiday club. Comments from parents are extremely complimentary and include, 'The service provided is excellent, children are well cared for and each child is treated as an individual' and, 'There is lots of planning so children are kept active'. The staff demonstrate a willingness to work with various outside agencies to ensure children receive full support. This further promotes an inclusive environment. Effective links exist with other settings to support children's learning and development. For example, the holiday club finds out about the form of writing the local schools use. Staff provide stimulating opportunities for children to practise their mark-making skills to support their future skills in writing.

### **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>	EY470067
<b>Local authority</b>	Sutton
<b>Inspection number</b>	956534
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Jancett Childcare and JACE Training Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0206 691725

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

