

Invicta After School Club

Invicta Hall, Strandfield Close, LONDON, SE18 1LA

Inspection date	10/11/2014
Previous inspection date	14/07/2009

The quality and standards of the early years provision	This inspection:	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

- Children show a strong sense of belonging within the club because they have friendly relationships with the staff.
- Children have access to a good range of activities, toys and resources that challenge them well in all areas of learning.
- Strong partnerships with parents mean staff have good details about the children and meet their individual needs well.
- Partnerships with the schools children attend are well-established. As a result, staff effectively complement children's learning and development within the club.

It is not yet outstanding because

- The areas where children can relax after school are not always calm or fully inviting to encourage children to take some time out and rest.

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 made observations of the children while they were playing.
- The inspector held discussions a parent.
- The inspector talked to the staff and manager.
- The inspector looked at policies, procedures and children's records.

Inspector

Sarah Morfett

Full report

Information about the setting

Invicta After School Club registered in 2005 and is run by a committee. The club operates from a large room in a community centre, which is situated in a residential area in Plumstead in the London borough of Greenwich. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The after school club is open each weekday from 3pm to 6pm term time only. All children share access to an outdoor play area. There is currently two children in the early years age group on roll. The after school club provides for children in the local area who attend Bannockburn and Galleons Mount school and staff collect children on foot at the end of each school day. The setting employs three members of staff, all of whom 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 the areas used for children to rest and relax after school so that they are calm and inviting areas.

Inspection judgements

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

Children enjoy a good range of activities that cover all areas of learning well. Staff aim to provide activities that enable the children to have fun and relax. They have a good knowledge of the children in their care and use this to plan activities that they know children enjoy. Children arrive at the group eager to find out what is on offer, and they settle quickly. They make choices about what they play with from the range of resources set up by the staff. They can request other activities such as a particular creative activity they want to do. For example, during the inspection the children wanted to make stars. Staff ensured there were plenty of resources to create the shapes. This made the children feel valued as an important part of the group.

Children benefit from good interaction with staff who use a good range of teaching methods to extend learning experiences. For example, they ensure that the activities promote opportunities for children to play and explore, investigate and find things out for themselves. They ask children effective questions helping children to think about what they are doing. Children play well working together to build structures out of interlocking building bricks. They act out familiar situations in the role play helping them to learn about their role in society. There is a good balance of adult-led and child initiated play. Staff explain that on some evenings the children ask to take part in singing competitions. The staff act as judges, play music so that children can sing along. This helps children to take

turns and give respect to others as they listen to them sing. As a result, of these activities, children gain confidence and develop the skills and attitudes they need to be ready for their next stage of learning, in a familiar social environment.

Staff work effectively to develop positive partnerships with parents. They have exceptionally strong links with the local schools so they know where children are in their development. A weekly newsletter, provided by the teachers, gives a summary in each area of learning about what they will be doing at school the following week. Staff talk to teachers about children's progress on a regular basis. This information helps staff to complement children's learning according to their individual needs. Daily discussions with parents support a shared approach to children's learning. They discuss what children have done and enjoyed through the day. This means good two-way communication with parents is established and they are effectively involved in children's education.

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

Children have good relationships with the staff and seek them out to talk to and play with. The attachments are strong because the staff also run a pre-school at the same setting. Most children who come to the afterschool provision previously attended the pre-school so they have become close to the staff. Children show they are comfortable in their care as they are keen to share details of their day with the staff. Children display a good level of confidence and self-esteem as they move freely around the setting. Staff make the play area bright and inviting by setting out toys well so children can easily make choices about what they play with. There is a good variety of resources available. However, the areas where children can rest and relax, maybe look at a book can become quite hectic and therefore not quite enough for children to rest.

Children behave well because they are thoroughly engaged in what they are doing. Staff are good role models who offer children consistent explanations about what behaviour is acceptable. They reinforce children's good behaviour with lots of praise and encouragement. Consequently, children learn right from wrong. Staff promote children's safety well. They carry out thorough risk assessments to ensure the setting is safe for children to play in. Staff give children regular reminders to be careful and have clear guidelines about safety on the journey back from school. This means children learn to risk assess situations and keep themselves safe.

Children learn about healthy lifestyles well. They can play outside in a suitable play area and as the nights get darker, the staff cater for children's physical development inside the hall. They have a climbing frame that they can use to help develop their muscles. There are computer games that allow the children to move their bodies to play a game. This helps them to learn how to control their body movements. The staff work closely with parents to ensure children have a healthy snack in the afternoons. The parents provide a packed tea for their children. Staff discuss what food is healthy with them and ensure that there is always a drink for children to help themselves to. This helps the children to understand the benefits of being healthy and active.

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

Good procedures are in place to help to ensure children are cared for in safe and secure environment. There are thorough risk assessments for all the areas children play that help to ensure children play in a safe and secure environment. The staff have a good understanding of the safeguarding and welfare requirements. There are effective policies and procedures in place that help staff to protect children in their care. All staff clearly know what to do should they have a concern about the welfare of a child. They have access to secure procedures and contact details of the local children's services. This means they can act promptly if the event of a concern.

The close-knit staff team work effectively together. They have regular meetings and discussions to review and assess their strengths and areas for development. For example, they decided to improve safety on the journey back from school so have invested in high visibility jackets for the children to wear. They frequently speak to parents about their views and children are able to express their likes and interests through discussions with the staff. Through their regular discussions staff talk about children's individual needs and requirements. This means they can plan for all children effectively. This reflective practice shows they are committed to regularly evaluating the service they provide and maintaining a good rate of improvement.

There are well-established partnerships with parents. Staff share details of children's well-being, verbally each day. The effective relationships with the schools mean that staff can support the families well. For instance, they are aware that it will be parents evening shortly and ask them, as they arrive whether they need childcare and discuss how the children are doing. This gives parents an opportunity to talk about their children's progress. Parents report there are well informed of the progress their children make through the daily verbal discussion. They are very happy with the range of information they have received about the aims for their children within the setting.

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	EY302792
Local authority	Greenwich
Inspection number	843774
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	20
Number of children on roll	2
Name of provider	Invicta After School Club Committee
Date of previous inspection	14/07/2009
Telephone number	0208 317 7809

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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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