

Smallwood After School Centre and Holiday Playcentre

Smallwood Primary School, Smallwood Road, London, SW17 0TW

Inspection date	13/11/2014
Previous inspection date	21/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settle quickly when they arrive from school. They make their own choices from the activities that are available.
- Well-established routines help children to feel safe and confident. They understand the rules and, as a result, children are well behaved.
- Children have access to the playground for physical activities, which contributes to a healthy lifestyle.

It is not yet good because

- Staff do not plan activities to fully meet children's individual interests or needs and to provide them with challenges as they learn through play.
- The systems used for self-evaluation procedures are not effective in identifying strengths and areas for improvement, and the staff do not regularly seek the views of children, staff and parents to identify key areas to develop to raise standards in the quality of the provision.

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 spoke to the manager and staff during the inspection.
- The inspector observed children during a variety of activities inside and outdoors.
- The inspector sampled a range of documentation including evidence of staff's suitability, accident records and the register of attendance.
- The inspector spoke to a parent to seek their views about the setting.

Inspector

Petra Myatt

Full report

Information about the setting

Smallwood After School Centre and Holiday Playcentre registered in 2005. It is run by Wandsworth Play Services. It operates from Smallwood Primary School, which is situated in the Tooting area, within the London Borough of Wandsworth. Children have access to two rooms, a larger hall and the playground. The setting is open each weekday from 3.30pm to 5.45pm during school term times and the holiday play scheme is open each weekday from 8am to 6pm during some school holidays. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 38 children on roll, of whom eight are in the early years age group. The setting employs four members of staff. Two staff hold appropriate early years qualifications at level 2. The manager and deputy manager hold National Vocational Qualifications (NVQ) at level 3 in playwork.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the supervision of staff on a daily basis to ensure staff plan for children's individual needs and interests to promote each child's learning and development.

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

- implement robust systems to evaluate practice, including seeking the views of staff, children and parents, to identify strengths and key areas for development to improve outcomes for children.

Inspection judgements

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

The setting provides a friendly environment where all children are greeted and welcomed as they arrive from school. The environment is arranged to encourage children to choose what to explore and play with at their own pace. Children engage themselves in activities such as drawing, building with construction resources and creative activities. Each activity has sufficient quantities of resources for several children to participate. For example, the arts and craft table has various textures for the children to use in their creative work, and there are plentiful head models in the hairdressing role play if several children want to participate together. However, activities on a day-to-day basis have little variation to offer children challenge. In addition, they are not planned around children's interests or build on the younger children's learning within reception class at school.

After snack time, the playground is available for the children to use. When the majority of children decide to play outside, staff deploy themselves well to ensure the children are supervised appropriately at all times. Communication systems between staff in the inside and outdoors are effective, which means staff know when children are moving between the two areas, so every child is safe.

Children enjoy a range of wheeled resources such as pedal and self-propelled bicycles when racing each other. During the inspection, several boys lined their bicycles up for a race, testing their physical agility and speed together. Older children showed consideration to younger children as they included and encouraged them to catch up and get to the end of the race. Staff demonstrated to younger children how to kick a ball and gave praise when they were successful, which helps children to have a sense of achievement.

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

Children are happy and settle quickly upon arrival. Settling-in procedures, and the use of a key-person system means that staff are able to support children to form secure attachments within the setting. Parents complete an All about me information document to ensure the setting has relevant information about each child to enable staff to meet their needs.

Children are polite and behave well, knowing how to play safely together. They understand the rules of the setting and have formed positive relationships with staff and their friends, which shows that children feel secure in their environment. Children practise regular fire evacuation drills, which helps them to know what to do to keep themselves safe should an emergency happen.

Since the last inspection, the staff have developed snack time to ensure children are able to have their snack at their own pace, and drinking water is available throughout the session. Children may choose to have their snack when they are ready and leave the table when they have finished, providing more play time for children. The children learn to follow appropriate hygiene practices by washing their hands before eating. Staff have completed food hygiene training which helps to ensure they follow the required procedures when handling and preparing food, to protect children's health and well-being. Children gain valuable independence skills as they serve themselves, including pouring milk on their cereals. The quantity of food is sufficient for children to select food to meet their hunger and a basket of fruit and breakfast cereal is available for children to choose from. At the inspection, staff prepared various carbohydrates for the children to eat, such as bread, pitta bread, crackers and breadsticks. However, the staff served these dry with no butter or toppings and children expressed that they would have liked some cheese to add to their bread.

The effectiveness of the leadership and management of the early years

provision

The manager and staff have adequate knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have received appropriate and up-to-date safeguarding training. They know the correct procedures to follow if they have concerns about a child to help to protect each child's welfare. They understand what to do in the event that an allegation is made against them, in line with the Local Safeguarding Children Board procedures.

Methods for staff recruitment, vetting and assessing suitability are sound and are mainly controlled by Wandsworth Council. Staff receive regular supervision meetings and, as a result, staff attend regular training courses, which helps to promote their professional development. However, systems used to supervise the staff on a daily basis are less effective, which has an impact on children's learning through play. This is because the manager does not ensure staff plan purposeful activities to meet children's individual needs.

The manager has a suitable understanding of their responsibilities to meet requirements although there is not a clear focus on improving the provision and the outcomes for children. Staff conduct meetings to discuss the development of the provision and how policies and procedures are understood. However, there is too little focus on developing children's play opportunities and achievements. This is reflected in the lack of interesting activities that have too little challenge for children. The provider does not make sure that staff routinely evaluate their practice to identify what they do well and the areas for improvement to raise the quality of the provision for children.

Staff provide adequate feedback to parents at the end of each sessions. Parents report they are satisfied with the service provided and confirm that their children are happy to attend and talk about their time at 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	EY306311
Local authority	Wandsworth
Inspection number	985015
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	84
Number of children on roll	38
Name of provider	Wandsworth Borough Council
Date of previous inspection	21/03/2012
Telephone number	0208 871 6348

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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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