

Berrymede After School and Breakfast Club

Berrymede Junior School, Osborne Road,, Acton, W3 8SJ

Inspection date	25/11/2014
Previous inspection date	14/06/2012

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

- Staff are kind and caring, and treat all children with respect. Therefore, children respond positively and behave very well, according to their ages.
- Staff consider the needs of the children as central to their planning. Therefore, all children are fully engaged in fun activities. This helps complement the learning they receive at school.
- The provider has a positive attitude towards improvement and supports the professional development of staff. Therefore, staff regularly update their knowledge and skills, which positively impacts on outcomes for children.
- There are strong links with the children's school and good relationships with parents. As a result, there is a unified approach to supporting children's progress.

It is not yet outstanding because

- Staff do not consistently promote children's independence at mealtimes, which means they are unable to do things for themselves.

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 had a tour of the premises.
- The inspector took account of the views of parents.
- The inspector observed children's activities.
- The inspector sampled required records and documentation.
- The inspector met with the provider to discuss how they meet the Early Years Foundation Stage requirements.

Inspector

Carolina Montesinos

Full report

Information about the setting

Berrymede After School and Breakfast Club is run by the Berrymede Parents Teachers Association. It registered in 2001. It operates from within in Berrymede Junior School, on the south site, on the South Acton Estate in the London Borough of Ealing. It serves children attending the Berrymede Infant and Junior schools. Children also access an enclosed outdoor space, a hall and the information technology suite. There are currently 32 children on roll, four of whom are in the early years age range. The club staff support children learning English as an additional language. The breakfast club operates from 8am to 8.55am Monday to Friday and the after school club operates from 3.15pm until 5.30pm. The club employs six members of staff, including the provider. All staff hold relevant qualifications and the provider holds Qualified Teacher Status. The club is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the organisation of mealtimes to maximise opportunities to further extend children's independence skills.

Inspection judgements

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

Children enjoy their time at the after school club and are enthusiastic to attend. Staff are very experienced and have a good understanding of how children learn and develop. Staff provide a mixture of adult-directed and child-initiated activities, and carefully consider children's views and preferences in their planning. At the same time, they are flexible and allow children to make alternative choices and access further resources at each session. This ensures planning is child centred. As a result, children become independent learners. Staff use a range of skilful communication, demonstration and interaction techniques to promote children's learning. Therefore, children are focused and happy to play. This also means that staff promote the needs of children who learn English as an additional language. Staff provide multicultural resources and some staff speak a range of languages, which allows them to support children's communication and language acquisition. Staff make use of naturally arising opportunities to extend children's mathematical development. For example, they use group games to encourage children to count the number of children in a group, in order to make up a certain number. This also involves adding up and taking away, which helps extend children's thinking skills as they work out answers to problems independently. At the same time, staff offer opportunities to help children with their homework. All of this helps to effectively complement the

learning they receive at school.

Staff effectively promote children's personal, social and emotional development. Children learn to express their views and needs well and to resolve conflict positively. Therefore, there is a relaxed yet fun atmosphere in the club, where children play cooperatively and listen to instructions well. Furthermore, staff help reception children to settle, because they promote activities that encourage positive relationships and good self-esteem. For example, children record their preferences and interests, which they then decorate to be part of a display that they can refer back to. Children feel proud of their achievements, because staff are kind and help the children to be enthusiastic about what they do. Staff display children's work, and give them meaningful praise for their efforts and good attitudes. As a result, children feel safe in their relationships and confident to take risks in their learning.

There is a strong link with the school as all the staff work with the children during the day also. This helps to ensure that all relevant information is being shared and staff complement what children learn at school. For instance, recently children participated in a project for Remembrance Day, which extended what they had learnt at school. There is good two-way communication and good relationships with parents. Parents speak positively of a caring staff team, who they feel go above their expectations to ensure children's needs are met. Parents feel they can talk to the staff to give and receive feedback, and are also regularly informed of children's activities and outings. This shows that there are strong partnerships, which help to ensure that children's learning is effectively promoted.

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

Staff are kind and caring and treat all children with respect. Therefore, children respond positively and behave very well, according to their ages and stages of development. Children develop positive relationships with staff, which enables them to form secure attachments, and promotes their wellbeing and independence. There is an effective key-person system in place and this helps staff to ensure that children feel secure. Staff are sensitive to the children's needs and work well in partnership with parents in order to support children through change. Children demonstrate that they feel safe and secure, because they are able to share concerns with their key person and other adults. Staff foster children's emotional well-being effectively. This means that children learn to deal with conflict positively, through discussion, negotiation and mutual respect. Therefore, children form good friendships.

Children learn to be healthy as the staff provide a healthy and balanced tea menu, and teach children the importance of washing their hands before and after meals. Children eat independently and choose who they want to sit with for tea, which provides a good opportunity for making new friends. However, the organisation of tea time does not maximise opportunities to extend children's self-help skills. This is because staff do not allow children to serve themselves food or to pour their own drinks. Staff provide a range of opportunities to help children develop their physical skills and access physical activity.

Children have use of an outdoor space and enjoy fresh air, as well as an indoor hall where they can play high-energy games. Staff also provide quieter activities for children who prefer to relax after school. This contributes towards promoting their good health and well-being.

Staff prioritise the safety of the children. They conduct daily checks of the premises and are deployed effectively. This ensures that enough staff are always available to support and supervise children's activities. Staff also remind children of the rules of the club in order to teach children about safety. For instance, they ask children to take their shoes and socks off when running in the hall. Staff have a good understanding of child protection issues, and are knowledgeable of the policies and procedures for safeguarding children. All documentation, such as policies and contact details are made easily available for parents and staff. This helps staff know what to do if they have a concern about a child and to ensure children are kept safe.

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

The provider is highly trained and all staff have ample experience. The provider and staff have a good understanding of the requirements of the Early Years Foundation Stage. All staff receive appraisals, which allow the provider to identify staff needs and their desire for further training. Staff effectively share the skills they learn on external training courses, which enables them all to improve their knowledge and practice. For example, staff attended anger management and behaviour training, which helped establish and implement the club's behaviour management practice. The provider evaluates practice well, taking into account the views of staff, parents and children. The provider has a positive attitude towards improvement and has met the actions from the last inspection. She promotes the professional development of staff and plans for their continuous improvement over time. For example, she plans to enhance the skills of the staff team by booking training on play leadership. She receives support from local authority professionals, who also provide feedback and guidance on training.

There are secure recruitment procedures in line with the school's policies. All staff have successfully completed vetting checks. This ensures that children are cared for by suitable people and shows how measures have been taken to protect children from harm. Continual risk assessments are also carried out, allowing for regular evaluations of the safety measures in place. Staff complete safeguarding training and the provider ensures that a designated person is available at all times to deal with any concerns that may be raised. Staff are aware of what to do in the event of a concern about a child and, overall, staff know who to advise if an allegation is made against another staff member. Staff access first-aid training and records are kept and signed by parents of any incidents or accidents that occur. This further promotes the welfare of staff and children.

Strong all-round relationships help ensure children access all the necessary support they need to promote their learning and well-being. Parents and staff exchange information every day about any events at school, or children's time at the club. School teachers

communicate with the staff, who then pass any key information on to parents. This works well, and parents are grateful for the strong links between the club and the school. Partnerships with other providers and agencies are already well established through links staff have within their other roles in the school. For example, this is evident with local authority professionals and teachers. This helps ensure the needs of the children are consistently being met and that there is a unified approach to promoting children's progress.

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	160171
Local authority	Ealing
Inspection number	814241
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	34
Name of provider	Berrymede Parents Teachers Association Committee
Date of previous inspection	14/06/2012
Telephone number	0208 993 9063 or 07830 174 332

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

