

Schoolfriend Clubs @ Glebe Primary School

Glebe Primary School, Sussex Road, UXBRIDGE, Middlesex, UB10 8PH

Inspection date	08/12/2014
Previous inspection date	27/11/2008

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 are happy, comfortable and relaxed at the club. This is because staff plan a range of exciting activities to motivate children and follow their interests.
- Staff provide activities that promote children's sense of responsibility, independence, and self-esteem. Children develop skills that support them well for their next stage of learning in school.
- Staff have a good understanding of the safeguarding policies and procedures in the club. Consequently, they effectively promote children's safety and well-being.
- Parents' comment that their children enjoy the activities in the club and they develop confidence, which supports them in school.

It is not yet outstanding because

- Staff miss opportunities during snack time to further develop children's self-care skills.

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 observed interactions between the children and staff in the main room, and the school hall.
- The inspector sampled the club's policies and procedures.
- The inspector met with the manager and discussed the club's safeguarding procedures and process of self-evaluation.
- The inspector invited the manager to carry out a joint observation.

Inspector

Vanessa Brown

Full report

Information about the setting

Schoolfriend Clubs @ Glebe Primary School registered in 2007. It is run by School Friends and operates at Glebe Primary school in Ickenham, in the London Borough of Hillingdon. It operates from 3.30pm to 6pm, from one room in the school and has access to the school hall, and outdoor play area. The out-of-school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, the club employs three staff, of whom one has Qualified Teacher Status and another is qualified as a Montessori Teacher. There are 35 children on roll, of which five are in the early years age range and others include school-aged children.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their self-care skills, particularly around snack times.

Inspection judgements

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

Children enter the club and choose from a range of exciting activities, which staff plan around their interests. Staff work in partnership with the school and link with their planning, so that children's learning continues in the club. Staff complete a communication book with the school to share and exchange information on children's development and activities. Staff provide a stimulating and secure environment where children settle quickly and build friendships. They enjoy exploring the environment and have plenty of opportunities to use their imagination, with support from enthusiastic staff.

Children take responsibility and look after their personal belongings, as they hang up their coats and bags, when they arrive in the club. Staff engage children in art activities by providing scissors, stencils, pens and crayons and make Christmas pictures. Staff encourage children to practise writing their names and use the computer to develop their control of the mouse. As a result, children become confident in using technology, as they play educational games. The range of activities staff offer support children to become confident with technology and develop their early writing skills ready for school. Staff sit with the younger children and give lots of praise and encouragement, as explore with different colours and write their names. This supports children's creativity, confidence and self-esteem, as staff celebrate their achievements.

Children of different ages play together with plastic building blocks and construct houses. They help each other find the bricks they need. This promotes children's confidence as

they develop positive relationships with older children and staff in the club. Staff extend children's learning and encourage them to think about what they need to build inside and outside of a house. They talk about what is in the kitchen and the bedroom, which promotes their imagination and understanding of the world.

Children play games together in the school hall. Staff teach them the rules and children listen to instructions well. Children play with hoops and roll balls to each other. They learn how to take big and small steps, to hop and to step sideways and jump. Children engage well together as they play a group game and run around the hall. This develops children's concentration and listening skills well.

Parents' comment that children are happy in the club and are developing in confidence. They are very happy with the wide variety of activities provided and the care from the staff. Staff work closely with parents to ensure children's individual needs are met.

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

Children settle well in the club and build positive relationships with staff and other children. Staff effectively use the key-person system to ensure children's individual needs are met and that children feel safe, and secure in the club. Friendships are evident and children build confidence and independence, as they choose from the range of activities on offer, and play with different ages of children.

Staff encourage children to learn how to manage their own behaviour; therefore, they behave well in the club. Staff teach children how to take turns when using the computer, for example, by using sand timers. Staff teach children how to tell the time using the clock to work out when it is their turn to use the computer. Staff remind children of the rules in the club, which they display for children to see. Staff praise children for positive behaviour and distract them when they become challenging. Staff encourage children to use good manners and not to run inside, and to use their inside voices. This promotes children's understanding of positive behaviour.

Staff promote healthy lifestyles in the club. For example, they encourage children to wash their hands independently before snack time, which promotes children's understanding of preventing the spreading of germs. Staff follow robust hygiene procedures so that the premises are clean at all times. Children choose from a healthy range of sandwiches, water and milk to drink. However, staff miss opportunities to further develop children's self-care skills, as they prepare the sandwiches for children at snack time. Children of different ages sit together at snack time to develop friendships during snack time, which is a sociable occasion. This promotes their confidence and self-esteem.

Staff complete daily risk assessments on all areas of the school premises, which the club uses to ensure they keep children safe. Staff follow appropriate procedures to record accidents and for the administration of medication. Staff record children's allergies and dietary requirements to support their well-being. Staff attend first-aid training to enable

them to safely deal with accidents, when required.

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

Management and staff have a good understanding of their responsibilities of meeting the requirements of the Early Years Foundation Stage. They implement robust policies and procedures and share these with parents. Management remind parents of safeguarding policies as these are on display in the club, along with the policies for the use of mobile phones and cameras. This helps to keep parents informed of the procedures to promote the well-being and safety of children. Management and staff attend safeguarding training to support them in their roles to protect children. They have a good understanding the procedures to follow if they have concerns about a child. They also understand the procedures to follow if they have concerns about another member of staff in the club and compile clear and easily accessible documentation.

Management follow safe recruitment procedures. New staff undertake an induction programme. The manager offers staff supervision and appraisal meetings to help identify training needs and support staff in their continuous professional development. Staff deploy themselves effectively in the club to meet children's individual needs and promote their safety. Management install fire detection and control equipment in the club and regularly practise the fire evacuation drill with children. This promotes children's awareness of how to keep themselves safe. The implementation of rigorous collection procedures for parents by staff, further contributes towards children's safety and well-being

Management and staff work in partnership with parents and the school to share information to promote children's development and well-being. The club offers a communication book and provides verbal communication to parents, and to the school to ensure children's individual needs are met.

Management evaluate their provision by taking into account the views of children, parents, staff and school staff. Parents complete questionnaires to feed in their comments on the club. Management and staff meet to evaluate the success of the activities and to ensure they are meeting the individual needs of all children, and external partners working with the club. Management complete action plans and strive to move the club forward. For example, they have future plans to move the club into a self-contained room in the grounds of the school, to enable them to explore new ideas to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY363486
Local authority	Hillingdon
Inspection number	844234
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	35
Name of provider	Schoolfriend Clubs Limited
Date of previous inspection	27/11/2008
Telephone number	08704422287

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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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