

MJS Simply Play @ Thorntree

Thorntree School, Pound Park Road, London, SE7 8AE

Inspection date	09/12/2014
Previous inspection date	09/12/2011

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 enjoy good friendly relationships with staff. As a result, they are confident and gain a strong sense of belonging.
- Children play with a good range of activities, toys and resources that challenge them well in their continued learning after school.
- Good partnerships with parents ensure they are included in their children's development well, and receive good support from the staff team.
- Staff support children's well through their effective interaction.

It is not yet outstanding because

- Areas where children may rest and relax after a busy school day are not as inviting and comfortable as they could be.

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 with 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

MJS Simply-Play @ Thorntree registered in 2005. The after school club is one of a number of settings owned and run by MJS Simply-play Ltd. The after school club operates from the dining hall in Thorntree Primary School. The children have access to toilet facilities on the ground level and use of the playgrounds for outdoor play. The after school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is open Monday to Thursday from 3.15pm to 6pm during term time, and from 8am to 6pm when it operates during the school holidays. There are currently 23 children on roll, four of which are in the early years age group. Children attending are from Thorntree Primary School, where the club is situated. Three staff work with the children. The manager holds a level 3 qualification in play work and another member of staff holds a level 2 qualification in play work.

What the setting needs to do to improve further

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

- enhance the quiet area so it is more comfortable and inviting for children to relax.

Inspection judgements

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

Children are happy and settled at the after school club. They arrive happily, fit straight into the routines as they are familiar and secure with these. The staff chat to the children as they get ready to have a snack, finding out about their day at school. The staff realise children have a challenging day at school. They aim to provide activities that enable children to have fun and relax as well as support their continued learning effectively. For example, children thoroughly enjoyed art and craft activities using thin paint brushes to decorate Christmas models they recently made. The children talked about the colours they were painting the shapes, staff supported the activity well by asking them questions about what they were doing. One child exclaimed 'look I have made brown'. The staff asked 'how did you make that' the child carefully explained that they mixed the yellow and purple paint together to create the colour. The child continued experimenting as they mixed paints together, finding out how to make the brown colour darker. This gives children good opportunities to explore and investigate how they can make different colours.

Children play cooperatively with computer games. They enjoy dancing along to the game, following the actions on the screen. Older children and younger children take part together. The younger ones look to the older children to see if they are doing the correct actions, then look back at the screen to see what comes next. Children learn to move in

time to the music as well as develop their muscles and coordination well. They enjoy involving the staff in their play. For instance, a group of children complete puzzles with a staff member. They sit and chat to one another and the staff guide and prompt the children to finish the puzzle. This helps them to learn to problem solve well.

Staff develop positive partnerships with parents and the school children attend. They establish links with children's teachers and each half term the staff talk to the teachers to find out the priorities for the children's learning and development. This means the staff can complement the children's learning by offering activities based on their needs and interests. Daily discussions with parents support a shared approach to meeting children's needs, as they talk about what children have done at the club. This means good two-way communication with parents is established and supports continuity for children.

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

Staff collect younger children directly from their class teacher. This ensures their safe arrival and gives adults the opportunity to share any relevant information. Children engage quickly in their play because there is a good range of toys and resources set out for them to choose from independently. The hall is set out with a broad range of resources. For instance, there are construction toys, art and craft activities, building, role-play and a quiet area where they can look at books and play with puzzles. However, the quiet area is not fully inviting, for example, it is not cosy or comfortable. As a result, children tend not to use the area to rest and relax if they need to. The children have access to an outside play area so they can be active. Because the evenings are dark, staff plan and provide for physical activities inside. This means children can develop physical skills whatever time of year it is.

Relationships between staff and children are warm, welcoming and supportive. Older children are willing to look after younger children and involve them in their play. This helps to promote their emotional well-being and enables them to feel supported and included in the club. Children's behaviour is good and they play well together. Staff speak with them about any issues by getting down to children's level, making good eye contact and discussing ways they can sort out the situation to benefit both children. Staff model respectful behaviour and provide lots of praise. For instance, when children are keen to show them their artwork or the puzzle they have completed. This promotes children's confidence and enables them to feel proud of their achievements.

Staff help to promote children's understanding of safety effectively by reminding them about the rules, such as not running around inside. Children take part in regular fire drills so that learn how to respond in an emergency. They are responsible for signing themselves into the after school club when they arrive and staff check that they have all signed the register. As a result, the children develop responsibility for themselves and understand safety procedures. Children benefit from sitting together at snack time, as they chat and eat healthy snacks together. They have some choice of what they eat, for instance, they can decide to eat the Swedish meatballs with rice or have toast or a

sandwich. Drinks are readily available so children can help themselves if they feel thirsty.

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

Staff have a good understanding of the safeguarding and welfare requirements. They know the signs and symptoms that indicate a child may be at risk of harm. They demonstrate a good knowledge of the safeguarding procedures they should follow to report their concerns. This includes, reporting allegations of abuse against an adult in the setting to ensure children are thoroughly protected. There is a comprehensive range of policies on safeguarding issues that they can refer to refresh their knowledge or use as a guide if required. The majority of staff are qualified in childcare and first-aid, which contributes to meeting children's needs and promoting their safety well. There is a highly effective risk assessment procedure in place. This covers all aspects of the after school clubs activities. For example, preparation of food, packaging and heating is assessed to promote children's well-being. Activities and equipment are checked to ensure they are safe for children. The manager makes sure the risk assessments are reviewed every six months or as and when any incidents occur. As a result, children safety is of high importance in the setting.

The staff team work effectively to reflect and evaluate on the service they provide. There are regular meetings held, along with staff from their other settings. They share good practice, discuss policies and procedures and carry out training and workshops about important subjects, such as safeguarding. There are action plans in place to deal with the identified areas for improvements to ensure these are dealt with in a timely manner. Overall, parents and children have good opportunities to add to the development of the after school club. For example, parents fill in questionnaires with their thoughts and feelings about the service. Staff provide suitable ways for most children to share their ideas and opinions, such as through a suggestion book.

Relationships with parents and school staff are friendly and supportive. Staff work in partnership with teachers to seek and share important information about children. This contributes to promoting consistency in the children's care and learning. Parents state that their children thoroughly enjoy coming to the after school club. This gives them confidence their children are well cared for after the school day.

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	EY306221
Local authority	Greenwich
Inspection number	843801
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	23
Name of provider	MJS Simply-Play Ltd.
Date of previous inspection	09/12/2011
Telephone number	07986953706

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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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