

# Home Away

Hatfield Primary School, Lower Morden Lane, Morden, Surrey, SM4 4SJ

<b>Inspection date</b>	15/12/2014
Previous inspection date	12/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities, which match the interests and needs of the children and support the learning taking place in school.
- There is an effective key-person system in place, which supports the emotional well-being of the children very well.
- Arrangements for safeguarding children are effective and staff implement the clear policies and procedures well. Staff regularly refresh their knowledge and understanding to ensure this is accurate and current.
- The manager is skilled and experienced and supports staff well. She monitors staff practice and encourages staff to attend a range of training courses to support their professional development.

### It is not yet outstanding because

- Children do not always have a wide variety of resources, particularly at the arts and crafts table, to fully develop their ideas and creativity.
- Staff do not always encourage children to be fully independent and organise snack 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 observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and took account of the views of the parents spoken to on the day.
- The inspector looked at children's records.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and a range of documentation.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Home Away registered in 2002. It operates from Hatfield Primary School in the London Borough of Merton. The out-of-school club operates during term time from 3pm to 6.15pm. There are currently 47 children on roll, of these, six are of the early years age range. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are six staff who work with the children, of these there is one member of staff who holds a qualification at level 4, two with qualifications at level 3 and one with a qualification at level 2. The club is registered on the Early Years Register and both the compulsory and voluntary 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:

- extend the art and crafts resources further to fully promote children's enjoyment and opportunities to express their creativity
  
- extend opportunities for children to develop their independence further, particularly at meal times.

## Inspection judgements

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

Staff have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities, which match the interests and needs of the children and support the learning taking place in school. Consequently, children are motivated to take part in a variety of activities. Staff are enthusiastic and encourage children to join in. For example, children eagerly play on the climbing equipment and apparatus in the garden, as well as playing board games. Staff observe children as they play, which allows them to plan challenging and stimulating activities. Consequently, activities reflect children's individual interests and needs effectively. Staff maintain positive relationships with parents by sharing information with them on a regular basis. This includes information about children's progress and the events of the day. They do this verbally through discussion at collection times. They also feedback messages from school and notify parents about the activities the children have enjoyed that day. Information gained from the school about their activities each day helps staff to develop future planning and provide consistency for the children.

The range of activities and resources provided are good. They are easily accessible and

always available to keep children engaged and occupied. However, some activities, such as arts and crafts were low on glue, which did not support children's creativity and enjoyment as fully as possible. There is a good balance of adult-led activities and child-initiated play. This allows the children to learn to be part of a group and make decisions for themselves about what they would like to do. Staff hold meaningful conversations with the children. For example, they ask children about the events of their school day, which encourages children to recall and talk about past events. This helps them to develop their language and social skills.

Staff interact very well with children and recognise when to offer individual support and attention. They make time to play, successfully extending children's enjoyment and understanding. For example, staff help children to understand about taking turns and play cooperatively with their peers. Staff talk to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and are able to follow instructions well, such as, when playing a board game. Throughout the session, children are engaged, busy and make good use of their learning environment. This helps to prepare children for future learning.

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

There is an effective key-person system in place, which supports children to develop attachments and bonds with staff and one another. Staff ensure that their emotional well-being is consistently supported by praising their good listening, effort and achievements. Parents have a good understanding of the key-person role and speak highly of the staff in the setting. Children demonstrate their sense of security as they confidently seek out their key person and other staff to share their achievements and request their attention. Staff take time to talk to the children about what they would like to do and help them to learn the routines by explaining what is going to happen throughout the session. Staff are good role models with regard to behaviour and social skills. They discuss club rules and wait their turn when playing. Consequently, behaviour is very good because children know what is expected of them from the outset. Clearly established routines help children to feel confident and secure.

Staff promote good hygiene procedures well. Children wash their hands willingly before meal times and after going to the toilet. Children of all ages sit together and socialise. Staff provide children with healthy snacks. However, staff do not provide children with many opportunities to be independent and serve themselves, which does not fully enhance their independence skills.

The environment is welcoming and shows staff take pride and respect children's achievement by displaying their pictures and art work. This promotes children's self-esteem and confidence. Children make good use of the space available to them. For example, there is a cosy area where they can relax and look at books, a construction area, craft area, writing area and floor activities. This gives children a good range of activities to allow them to explore and make choices. Children develop a good understanding of

personal safety, as they are encouraged to tidy up once they have finished playing and take part in fire drills. Risks are discussed with children to ensure they are developing an understanding of how to keep themselves safe. For example, they learn how to use the apparatus in the garden safely. Staff ensure they listen to children and consider their wishes, helping them to feel valued. This promotes children's all-round development and emotional well-being. Children have access to the outdoor area daily, which supports their enjoyment of the outdoor environment and encourages them to develop a healthy lifestyle for the future.

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

Management and staff implement effective arrangements for safeguarding children. They follow the clear policies and procedures well. Staff regularly refresh their knowledge and understanding to ensure this is accurate and current. As a result, they are strongly aware of the procedures to take should they have concerns about a child's welfare. Management follow rigorous recruitment procedures to determine staff suitability to work with children. New staff receive a thorough induction into the club before they start. Staff are deployed effectively to ensure maximum support for children, as a result, their needs are met well. Staff are first-aid qualified and hold a relevant and current certificate. They risk assess all areas and activities and ensure the environment is safe. Management and staff place a high priority on ensuring children's safety.

Leadership and management are committed to continuous improvement of the team. The team meet regularly and staff receive supervision and appraisal which helps ensure good outcomes for children. Parents, staff and children are involved in the self-evaluation of the club and contribute to the plans for future improvement. This includes addressing the recommendations raised at the last inspection and improving self-evaluations processes. The manager carries out regular monitoring of practice to ensure good standards continue and they meet the requirements of the Early Years Foundation Stage. Staff plan effectively and provide children with a range of activities and experiences that cover all areas of learning. They are fun, exciting and offer children challenges and choice. As a result, children enjoy their time at the club.

Partnerships with parents are good. Parents comment positively on the friendly and approachable team of staff. They report how their children enjoy attending the club. They feel staff keep them up to date about the activities that their children take part in, and any other useful information. The manager has established effective arrangements for working in partnership with the primary schools. This contributes to meeting the children's needs and supports them with their learning and development across both settings.

### **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

<b>Unique reference number</b>	EY306449
<b>Local authority</b>	Merton
<b>Inspection number</b>	834188
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Home Away Services Limited
<b>Date of previous inspection</b>	12/11/2010
<b>Telephone number</b>	07808 654192

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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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