

Clubland Playscheme Limited

Long Ditton St Mary's Church of England (Aided) Junior School, Sugden Road, Long Ditton, Surrey, KT7 0AD

Inspection date

18/12/2014

Previous inspection date

03/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 have strong and trusting relationships with the staff who clearly enjoy being in their company. Children are keen to attend and take part in a good range of activities with enthusiasm.
- Staff have a good understanding of the needs of school-age children. Provision for outdoor play and for tea is particularly good.
- There are effective safeguarding procedures in place including risk assessment, staff recruitment and deployment and for ensuring staff fully understand their child protection responsibilities.
- Management make good use of self-evaluation to identify and target priorities for improvement.

It is not yet outstanding because

- Children do not always have access to the club's full range of creative resources.
- Ideas for involving children in the day to day running of the club and planning of activities are not fully developed.

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 children's play indoors and outdoors and involved the provider in this process.
- The inspector spoke to parents and took full account of their views.
- The inspector sampled a range of records and documentation relating to children's welfare and staff suitability and the club's policies and procedures.

Inspector

Amanda Tyson

Full report

Information about the setting

Clubland Playscheme Ltd at Long Ditton St Mary's Church of England (Aided) Junior School first registered in 2004 as 'Clubland Playscheme'. The provision registered again in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register, due to a change in legal entity. This club is one of five owned by the company. It currently operates from the school art room. Children also have the use of the school outdoor play areas and sports hall. Children share access to the enclosed school grounds for outside play. The club serves families from the school and from Long Ditton Infant School, which is within walking distance. Children attend from age four to 12 years. There are currently 74 children on roll, of whom 23 are in the early years age group. The club operates five days a week during the school term, between 3pm and 5.45pm. The club welcomes children learning English as an additional language, and those with special educational needs and/or disabilities. There are currently five staff, including the manager, employed to work on a regular basis. Additional staff are deployed where necessary from the company. The manager and three staff hold level 3 qualifications in playwork and in early years.

What the setting needs to do to improve further

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

- develop ways to further involve children in the running of the club, through initiatives such as a children's council or buddy system
- make the full range of art and craft resources available to children to encourage their independence and creativity in art and design.

Inspection judgements

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

Children have a strong relationship with the staff. They arrive after school full of enthusiasm and eagerness to share their news with each other and staff. When asked what they most like doing at the club children listed cooking, playing with the toy kitchen, making things and playing outdoors with staff. The club is well resourced with toys and play equipment and, in the main these are accessible to children to help themselves. For example, children use blankets to make dens between two trees and create their own water channelling structures by positioning open bamboo tubes on stands. Children have access to digging and growing areas and equipment, such as magnifiers, so they can examine their findings at close range. Staff are good fun. They engage children in lots of chasing and team games in the playground. Indoors children help themselves to computer

tablets, board games, role play and small world toys. These play resources sustain children's interest for lengthy periods. For example, children lay on the floor with a wooden fort, interacting with small figures and animals. When children are clearly enjoying independent imaginary play like this staff leave them to play undisturbed. Staff recognise when to step in to extend children's level of play. For example, when a child is cooking dinner at the toy kitchen unit, a member of staff pretends to be a restaurant customer. However, although children always have access to drawing materials, the club's full range of art and craft resources are not always available. Staff plan a creative activity for each day, but these are sometimes focussed on producing an end product that has been determined by staff. For example, on the day of inspection, children were given a cardboard cylinder, red card and cotton wool to make a model of Father Christmas. While many of the children chose to take part in this activity and enjoyed it, there was no opportunity for them to choose to make something different.

Staff maintain good levels of communication with parents and children's teachers. This helps to ensure they are familiar with children's individual needs, for instance if they have special educational needs or a disability. Staff are well informed about the school curriculum topics and sometimes plan play-based activities that link with these to support children's learning progress. For example, children make crafts associated with different cultural and religious traditions. Before children start attending, parents are asked to complete an 'All About Me' form with their child. This provides staff with details about their capabilities and interests and informs of their recent childcare experiences. Information includes whether they attended a nursery or if they know anyone else attending the club. Staff seize opportunities to engage children in conversation during tea time and when they engage with them in play. Sometimes, these conversations lead to children sharing their ideas about the club and for activity planning. However, there is no set process in place for seeking their views or for involving them in decisions about the club, for instance by setting up a children's council.

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

The club has effective procedures in place for gathering information from parents about children's emotional needs and experiences of child care before they start. Most four-year-olds start at the club at the same time as starting in reception class. Staff communicate closely with teachers to ensure this experience is positive. The club follow the principles of the key-person system. Children quickly make strong bonds with the staff. The staff team complement each other with their different interests and skills in arts and crafts, technology or outdoor play. Children seek out the staff with interests that match their own, and so quickly make friends. Younger children clearly enjoy the company of the older children who attend. These older children are very responsible and kind towards the younger children. However, opportunity to fully involve them in helping to settle-in new children has not been explored. Staff are kind to the children and model politeness and children's behaviour is consistently good. Staff manage minor issues situations effectively by consistently reinforcing the ground rules.

Children's physical development is promoted well. Staff understand that many children,

particularly boys, have an innate interest in physical and outdoor play after a school day. The club is well equipped with outdoor play equipment. In winter children play outside until approximately 4.30pm. The school playground has lighting and children wear club head lamps which they think is fun. When dusk approaches children transfer to the school sports hall to continue with physically active games, such as dodgeball.

The club places strong emphasis on teaching children about fire safety. They practise evacuation once a month with children and talk to them about different situations, such as home fires. As a result, children are developing understanding of how to keep themselves safe in the future. Children show good awareness of the need to wash their hands and need no reminders when they arrive from school before going to the snack bar. Children choose between a cold or a hot tea. If they choose a cold tea they make it themselves, and this includes tortillas and choice of healthy fillings. Staff serve children hot tea which consists of snacks such as baked beans on toast or jacket potatoes. Children have hearty appetites and enjoy what is on offer.

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

The experienced provider is currently managing this club with the support of two named deputies. The management team demonstrate good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust procedures in place for recruiting, vetting and inducting new staff. Staff are supported to gain playwork and early years qualifications to level 3 and higher. They are also offered opportunities to attend external training to enhance their playwork knowledge and skills. Staff receive a yearly appraisal and regular face-to-face performance management meetings. There are good arrangements in place for working in partnership with parents and the school teaching staff to support children's wellbeing, and learning and development needs. Parents speak highly of the club. They say staff keep them well informed about children's well-being and activities through verbal exchanges at the end of the day and through use of email.

High priority is given by the provider to ensuring that staff are clear about their responsibilities to safeguard children. They attend local authority child-protection training every three years and are regularly tested on their knowledge and understanding of what to do if they have a concern about a child in their care, or colleague's behaviour. The club policies and procedures are regularly reviewed and updated. For example, the Disclosure and Barring Service (DBS) checks completed on staff now include the update service.

Management make good use of self-evaluation to identify ways to further improve the outcomes for children. For example, the provider has purchased equipment to provide children with opportunities to engage in science experiments outdoors. Plans are in place for supervisors to attend external leadership training. The provider attends local authority update meetings that focus on new regulation. This is a continuously improving setting that provides good quality after-school care for children.

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	EY388292
Local authority	Surrey
Inspection number	830118
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	74
Name of provider	Clubland Playscheme Ltd
Date of previous inspection	03/07/2009
Telephone number	02082 241 359

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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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