

C A S P Holiday and Afterschool Project at Badsworth

14 Badsworth Road, Camberwell, London, SE5 0JY

Inspection date	07/01/2015
Previous inspection date	10/12/2009

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

- Staff are deployed effectively so that children are well supervised during their play.
- Staff provide children with a wide range of activities that develop their skills.
- Children are developing a good sense of responsibility as they take part in daily tasks.

It is not yet outstanding because

- Not all written documentation is readily available to parents to keep them fully informed about the running of the setting.
- Resources are not always labelled to further assist children's free choices and to encourage them to practise their reading 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 looked at the facilities and resources available for children's use indoors and outside.
- The inspector held a meeting with the managers and talked with staff.
- The inspector checked evidence of staff suitability and qualifications to work with children and looked at other relevant documentation.
- The inspector looked at parent surveys to take account of their views.

Inspector

Sarah Bangura

Full report

Information about the setting

The Camberwell After School Project registered in 1994. It is a registered charity located in the London Borough of Southwark. Priority is given to single parent families and those returning to study. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently a total of 37 children on roll. The Project operates from a large purpose built centre with direct access to an outdoor play area. The breakfast club operates from 7.45am to 9am and the after-school club operates from 3pm to 6pm, five days a week during term time. The project provides a holiday play scheme from 8am to 6.30pm for five weeks during the summer holidays, two weeks at Easter and the half term holidays. A Saturday school operates from 10.30am to 1pm. The setting collects children from two local schools. A team of five staff work with the children, including the manager. Most of the staff hold relevant qualifications at level 2 or 3. The setting is also supported by the centre manager who is responsible for all three projects in the local area run by the organisation.

What the setting needs to do to improve further

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

- promote parents access to the written policies and procedures to increase their understanding of the setting's organisation
- enhance children's freely chosen play and support their reading skills by labelling resources.

Inspection judgements

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

Children access and explore a good range of toys and activities. They are supported by enthusiastic staff indoors and in the outdoor play area. As a result, children increase their skills and abilities well. They participate in creative activities where they design flower collages using various materials, to take home or display around the setting. Children enjoy cooking activities, play board games and use their imagination with a wide range of action figures. As a result, children use their natural curiosity and are eager participants. Staff promote inclusion by providing activities that are age appropriate and enjoyable based on the children's interests. Although, children freely access resources, labels do not always clearly identify resources in display spaces or enable children to further use their reading skills. The setting works well to develop children's awareness of the diverse society. Bilingual staff help parents and children who speak English as an additional language to be understood, which promotes good communication. Children celebrate

many festivals, such as Chinese New Year. In addition, resources reflect positive images cultures and people. This encourages children's respect for different people in the world.

Staff plan purposeful activities and experiences for children based on their detailed observations. Younger children at the setting receive close attention so that they are actively engaged in their play. Staff help develop their confidence and sense of responsibility by involving them in daily routine tasks. As a result, staff identify children's abilities and adapt experiences to support and meet the individual needs of children. Staff record children's achievements and share information regularly with the children's parents and teachers, including about what they are doing at home and in school. This supports a consistent approach to supporting children's ongoing care and development.

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

Children's health is well promoted as the premises are clean and hygienic. They develop a strong awareness of good hygiene practice and wash their hands regularly, which promotes their well-being. Children enjoy freshly prepared meals, and relish rice and fish stew. They learn about healthy options during a healthy eating project where they prepare food. Children make good use of the outdoor area and equipment, which supports their awareness of active lifestyles. Staff promote children's safety well at the setting as they carry out risk assessments to identify and minimise hazards. For instance, staff complete thorough regular checks of the outside area to ensure it is safe from any objects thrown over the fence. Children learn about safety procedures by taking part in regular fire drills so that they know what to do in an emergency.

As children are stimulated they are well behaved and make a positive contribution. They help set the rules and identify ways to promote respect and fairness. For example, when playing at the pool table children follow rules independently and take turns. Children develop a positive sense of belonging as they develop good relationships with the friendly, professional staff who understand their individual needs well.

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

Staff promote children's welfare strongly as they have a good knowledge of child protection issues and procedures and relevant policies are easily accessible. This ensures staff have access to relevant information about safeguarding procedures should they have concerns about children. Staff have completed the required background checks to assess their suitability to work with children. Children are supervised at all times and the setting is secure. In the event of an accident, children are suitably cared for as at least one staff member has current first-aid training.

There is a comprehensive range of policies and procedures, which the provider regularly updates to reflect any changes in legislation. This keeps staff knowledge and understanding of their roles and responsibilities updated. However, policies are not easily

accessible to parents to help them develop their understanding of the service provided. Staff receive regular supervision meetings to support their practice and to identify any specific training needs. This helps to support their ongoing professional development and leads to improvements that benefit children. Self-evaluation has developed and is rigorous. The staff and provider are clearly identifying the strengths of the setting and areas for further development. As a result, there is steady continuous improvement being made. For example, currently the manager is employing more permanent staff to further support consistency for children. In addition, staff work closely with the local authority development team to raise quality. Parents share their views about the setting which helps shape the service provided. For example, parents requested longer opening hours, which the club was able to fulfil. As a result, the manager and staff take into account the parents and children's opinions successfully.

Staff hold discussions with parents when children are collected. This helps staff to resolve any minor issues that arise and provides parents with a good overview of their child's time in the session. Staff work closely in partnership with teachers and other agencies, sharing information and attending meetings. This promotes consistency in meeting children's needs.

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	107507
Local authority	Southwark
Inspection number	835789
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	37
Name of provider	Camberwell After School Project
Date of previous inspection	10/12/2009
Telephone number	020 7708 2711

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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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