

Penwortham After School Care

Penwortham Road, Streatham, London, SW16 6RJ

Inspection date	14/01/2015
Previous inspection date	22/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff ensure children are highly stimulated and continuously occupied in rich and purposeful play across all areas of learning, so they are highly enthusiastic about what they do.
- Dedicated staff enable children to flourish by providing a rich environment that is very well resourced.
- Staff meet the needs of children exceedingly well through establishing highly effective partnerships with parents and teachers.
- An inspiring leader guides a qualified and experienced staff team and involves children and parents successfully in the drive for continuous improvement.

- extend chances for children to make decisions about what is set out daily in the club, encouraging them to help, and provide more opportunities for them to select their own resources.

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 sampled the provider's policies and procedures.
- The inspector spoke to parents to gain their views.
- The inspector observed children's activities and spoke to them during their play.
- The inspector had a discussion with the manager and talked with members of staff.

Inspector

Andrea Ulett

Full report

Information about the setting

Penwortham After School Care is one of a chain of out-of-school provisions run by Childcare and Business Consultancy Services. It opened in 1993 and registered with Ofsted in 2001. It operates from two halls in Penwortham Primary School in the London borough of Wandsworth. The breakfast club and after-school care are open each weekday from 7.30am to 9am, and from 3.15pm to 6pm during school term times only. All children share access to an enclosed outdoor play area. Children attending come from Penwortham Primary School and Furzedown Primary School. The after-school care currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The after-school club is on the Early Years Register and both the voluntary and compulsory 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:

- enhance children's already rich environment by providing further opportunities for children's independence in helping to set up the club environment and selecting their own resources.

Inspection judgements

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

Children are highly enthusiastic and thoroughly enjoy attending the club. Staff provide them with a vast array of interesting activities and resources. These capture children's attention, while providing plenty of challenge and extending children's development. As a result, children thrive and have a keen interest in what they do. Staff do not do all they might, however, to involve children in setting up the club's resources daily, or to extend their choices through more self-selection of resources to promote independence further.

Staff support children exceptionally well by ensuring they continuously engage with children. They talk with them face-to-face to make them feel at ease and comfortable in speaking with staff and telling them how they feel. This level of individual attention and their positive relationships with staff help children feel extremely secure in the club, so they are able to enjoy themselves.

Staff ensure the environment enables children to be highly productive and constantly busy in things that interest them. This is because staff plan activities based on children's interests as they know the children so well. They provide appealing activities that reflect different areas of learning. Staff make planning available for parents to see, so they know what children do.

The abundance of activities means every child finds something of interest. Children can be as energetic or quiet as they wish after their school day. They play various board games together happily, or take part in special activities such as baking cherry scones. Some sit and colour pictures carefully, while chatting with their friends, and others prefer to browse through picture books or read stories. All these activities allow children to practise the skills they learn in school. Staff provide children with frequent opportunities to develop their personal, social and emotional skills. Children develop friendships with children from another school, for example. They play team games together happily when outdoors, and readily take turns when using the computer.

Staff make excellent use of planned activities, such as cooking. They use their first-class skills to ask children questions that prompt them to think. These lead to children examining ingredients and reading food labels and recipes. This means children's learning is extended in a fun way and in a relaxed but exciting environment.

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

Children are extremely settled in this club's warm and inviting environment. This is because staff explain routines and what is going to happen next, so children feel confident. For example, children know what to do on arrival and are aware that registration happens when everyone is seated and ready. Staff have very high expectations of children, who respond well. Children willingly assist staff at registration for instance by carefully counting how many children are present each day. Staff ensure children's changing needs are met by communicating with school staff at the end of each school day.

Children consistently behave very well. They show respect and consideration of others around them. Older children take care of the early years children by involving them in activities, which provides a most positive model to those younger children. All staff use praise consistently. They offer reassurance when necessary, which builds children's confidence and self-esteem further.

The safety and well-being of children are a high priority for staff. They maintain children's good health to a very high standard. For example, they make sure children's personal hygiene routines are good. They provide children with freshly cooked meals that are nutritious and filling, such as sausages, mashed potato and gravy. Staff keep meticulous spreadsheets in the kitchen and in the after-school club office to ensure all staff know the varied dietary needs of children, which they meet.

Staff expect children to be independent at mealtimes. Children pour their own drinks and help others. They sit and eat their meals in an orderly fashion, but this is a social time too, so they chat with their friends. Staff talk with children throughout mealtimes, hearing about their day at school, which helps them to get to know the children well.

Staff make full use of the facilities available. The outside area is floodlit and staff give

children plenty of opportunities to have energetic exercise, such as playing football, throughout the year. Alternatively, children use the second hall where they play other games organised by staff and which they thoroughly enjoy. These games mean children use and practise their physical skills.

Staff teach children how to be safe in the club and have a close focus on e-safety. For example, staff supervise children closely when playing computer games and using laptops. As a result of staff monitoring these activities regularly, children are kept safe. The staff health and safety officer regularly carries out thorough visual checks of areas used by children and risks assesses all aspects of the premises competently, so children play in safety.

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

An inspiring new manager leads the after-school club. He leads highly effective methods of reviewing the staff team's practice. Consequently, staff plan worthwhile improvements, such as making sure that children's specific interests are consistently met. The manager is extremely experienced in play work and suitably qualified. He attends training through the local authority frequently to keep her knowledge up to date in order to lead staff. The parent company has robust procedures for ensuring staff are appropriately vetted as being suitable to work with children. Staff have regular supervisory sessions, which ensure they are able to discuss professional development and training opportunities. Productive staff meetings take place on a weekly basis to discuss, review and evaluate the week's activities. These evaluations underpin planning for the following week, so improvements are made or activities repeated according to children's reactions.

Written policies ensure all children are safe and enjoy themselves because staff follow procedures carefully. Staff support children with special educational needs extremely well. The management have recognised members of staff who specialise in specific aspects of child development and ensure they work closely with these children, their parents and teacher. As a result, staff meet the needs of children meticulously.

Staff are vigilant about children's safety and well-being, such as the ratio of staff to children when outdoors. They ensure children are aware of rules in regard to the areas where children are allowed. Staff communicate with each other using 'walkie-talkies' when in different areas of the premises. Parents are aware that when collecting their children they must sign them out of the premises. Written documentation helps ensure only authorised persons collect children, with the further security of a password. All these procedures and robust systems help keep children safe.

The manager gains children's views of the club. Children use a voting system and ballot box to decide on what activities or changes they would like to see in place. This system encourages children to be responsible and involves them in matters that concern them and their environment. However, staff do not do all they might to encourage children's participation in setting up the club. Staff keep parents very well informed about children's

activities through newsletters and chats at the end of sessions.

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	123154
Local authority	Wandsworth
Inspection number	840458
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	105
Name of provider	Childcare and Business Consultancy Services
Date of previous inspection	22/10/2009
Telephone number	020 8677 4051

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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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