

# Clubland Playscheme Ltd, at Claygate Primary School



Claygate Junior School, Foley Road, Claygate, ESHER, Surrey, KT10 0NB

<b>Inspection date</b>	11 November 2015
Previous inspection date	20 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- All children have the opportunity to take part in an elected 'club council'. The 'club council' helps staff to include the interests of individual children and groups of children in their planning. For example, the 'club council' talk to staff about planning and activity suggestions from the children.
- Staff are well deployed to help to keep children safe. Staff observe children closely to support and help them when they need assistance during activities.
- Children choose from a wide variety of accessible resources to complement their learning at school. Children mainly engage in self-chosen activities, but staff plan flexibly, for example to include activities that follow topics or cultural celebrations.
- Staff promote children's well-being effectively. For example, they praise children during play to encourage them and help them build their self-esteem. The key-person system helps children to develop strong relationships with staff.

### It is not yet outstanding because:

- The manager misses some opportunities to develop further staff's knowledge and skills to promote new and different experiences for children, as they have mainly completed statutory training courses.
- Staff do not always make full use of the good partnerships with parents to improve practice and promote consistency for children.

## What the setting needs to do to improve further

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

- strengthen professional development opportunities for staff to further benefit children's play experiences
- strengthen partnerships with parents further, to use their views to make improvements to practice and promote consistency for children.

### Inspection activities

- The inspector observed staff playing with children inside and outdoors.
- The inspector reviewed a sample of documentation.
- The inspector discussed supervision and safeguarding with staff.
- The inspector spoke to parents.
- The inspector and management team discussed their self-evaluation process.

### Inspector

Genevieve Mackenzie

## Inspection findings

### **Effectiveness of the leadership and management is good**

The management team check staff performance and ensure they attend all statutory training to promote children's welfare. Safeguarding is effective. Staff follow good safeguarding procedures and understand how to identify child protection concerns. The management team reviews and implements comprehensive policies and procedures, which include current legislative changes and safer recruitment practices. The manager evaluates the quality of the provision to identify and target areas for improvement. She does this through audits of the setting and by getting suggestions from staff, children and parents. Overall, parents are happy with the communication and find staff approachable. Staff form good partnerships with the school. For example, they share resources with teachers to better support children in their learning and development.

### **Quality of teaching, learning and assessment is good**

Staff are positive role models for children during activities. For example, they interact with children at their level and model good language. Children communicate well with each other during play. For example, children shared their ideas while decorating the dolls and the dolls' house for Christmas. They told each other what they were doing and asked each other for help. Children learn to share, take turns and play harmoniously together, for example as they play card games. Staff encourage children to be independent. For example, they encourage children to make their own snacks and choose from a variety of healthy food choices.

### **Personal development, behaviour and welfare are good**

Children gain an understanding of risk through activities that encourage them to explore their environment. For example, children learn to carefully swing on the monkey bars with the help of staff. Staff encourage good behaviour and, overall, children behave well. For example, towards the end of every day, staff take turns to give a star to those children who have behaved well. Children develop their physical well-being. For example, staff encourage them to spend time outside, actively participating in activities that promote physical development. Staff promote children's understanding of diversity well. For example, they celebrate the cultures of all children who attend, and encourage children to value the differences and similarities between themselves and others.

## Setting details

<b>Unique reference number</b>	EY375206
<b>Local authority</b>	Surrey
<b>Inspection number</b>	822264
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Clubland Playscheme Ltd
<b>Date of previous inspection</b>	20 May 2009
<b>Telephone number</b>	07770 656 015

Clubland Playscheme Ltd at Claygate Primary school registered in 2008. It is located in West Molesey, in Surrey. The setting provides a breakfast and after-school-care club each weekday from 7.30am to 9.30am and from 3pm to 6pm, term time only. The setting is also open for part of the school summer holidays. The setting employs nine staff; five of these staff consistently work at this setting. Two members of staff hold relevant childcare qualifications at level 5 and two members of staff hold relevant childcare qualifications at level 3.

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