

# Children Making a Change After School Project



Gladstone Park Primary School, Sherrick Green Road, London, NW10 1LB

<b>Inspection date</b>	15 February 2016
Previous inspection date	11 June 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children show high levels of independence. They choose what they would like to do. They have free access to indoor and outdoor play. Children have a wealth of opportunities for exercise, which helps to promote their physical development.
- Partnerships with parents are very effective. There is a wide range of information displayed and given to parents to keep them well informed about the club. Parents are very happy with the care and learning opportunities provided. They comment that they know staff like family, as their children spend many years attending the club.
- Children's views are gathered; their ideas and interests are included and contribute to the planning of activities. Children of all ages and stages of development enjoy their time at the club.
- Management regularly evaluates their practice. As a team they identify areas for improvement. The views of the children and parents are incorporated in changes and adaptations to the service provided.
- Children behave well. They learn to work together cooperatively on tasks. Children are very supportive of one other and ensure that everyone takes part, including those with special educational needs.

### It is not yet outstanding because:

- The management team does not always make the best use of training opportunities to focus on developing staff skills to the highest level.
- Some staff act in a supervisory manner when children are playing outdoors. They do not interact fully to extend children's involvement and interest.

## What the setting needs to do to improve further

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

- review how the professional development of staff can be linked more closely to their identified skills and areas for improvement, so that training is much more focused on building up their practice to an outstanding level
- improve the quality of staff interactions with children, supporting and extending their play experiences outdoors.

### Inspection activities

- The inspector observed the quality of staff's interactions during activities indoors and outdoors and assessed the impact this has on children's engagement.
- The inspector completed a joint observation with the club provider.
- The inspector held a meeting with the club provider at convenient times during the inspection.
- The inspector looked at relevant documentation, such as the club's policies and evidence of the suitability of staff working in the club.
- The inspector spoke to a small number of parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are aware of the procedures to follow if they have a concern regarding the safety or welfare of a child. The club has a robust system of recruitment and induction to check that all those working there are suitable to care for the children. Staff's practice is evaluated through regular supervision and observations by the manager. The club works closely with schools that the children attend. They share relevant information to ensure children receive consistent care. Staff have a very good understanding of how children learn and develop. This has a positive impact on children's achievements. The club has a thorough system of checking and assessing hazards and risks at the club and on the trips they attend. Children are included in this process and contribute to identifying potential hazards. The planning of activities and events is closely monitored by the manager and proprietor of the club. They ensure that children's interests are being supported and integrated into the plans.

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

Older children are kind and considerate towards younger children and, for instance, show them how to use a game on the games console. All children take turns and share toys fairly. Older children are given time slots for activities and check on the clock to ensure they finish their game within the time they have. Children enjoy creative activities. They become very involved in making play dough, skilfully measuring and weighing the ingredients. They have fun building different objects and showing their friends their finished project. Children work together in creating a large picture using various collage materials. Staff use this opportunity to promote children's language development. They talk to the children about what they are doing and reinforce words that children are learning. Children happily participate in ball games outside. They extend their physical skills as they play on a large climbing structure. Some younger children sit inside with their dolls. They talk together about what they have been doing during the day, while playing with the picnic items. Staff offer praise and encouragement, which helps build children's sense of self-esteem.

### Personal development, behaviour and welfare are good

Staff talk to the children about their daily experiences at school. This gives children the opportunity to share any worries, concerns or achievements. Children are provided with an excellent range of food from many different cultures. Staff talk to the children about eating healthily and the importance of being physically active. Staff are positive role models. They give clear guidance to the children, who respond to staff's prompts and behave well. Children understand the importance of good hygiene and help to clean tables and set up for snack and meal times. The key-person system is very effective, helping children to settle in quickly, develop confidence and build secure attachments with the staff.

## Setting details

<b>Unique reference number</b>	137775
<b>Local authority</b>	Brent
<b>Inspection number</b>	1024277
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Joan McFarlane
<b>Date of previous inspection</b>	11 June 2012
<b>Telephone number</b>	07944 117 459

Children Making a Change After School Project was registered in 1997. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday during term time only. Sessions are from 3.30pm until 6pm. The holiday scheme opens Monday to Friday during holiday time. Sessions are from 8.30am until 5.45pm. The club supports children who speak English as an additional language, disabled children and those with special educational needs.

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