

# Smallwood After School Centre and Holiday Playcentre

Smallwood Primary School, Smallwood Road, London, SW17 0TW



<b>Inspection date</b>	13 September 2016
Previous inspection date	13 November 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- The manager has a good programme of professional development for staff. For example, a member of staff attended training on creativity and encouraging children to express themselves through music. There are now increased opportunities for children to take part in creative activities.
- Staff support children's well-being effectively. Children form strong relationships with staff. Staff are caring and get to know children's interests quickly, to help them settle.
- Children have good opportunities to extend their physical skills with resources such as bikes, scooters, hockey equipment and water play.
- Staff encourage older children to help younger ones to settle, learn the routines and play together. This helps children to share and communicate with each other.
- There is a strong partnership between the setting and the school. Staff share information with teachers through daily feedback. They work closely with the school's special educational needs coordinator to meet the needs of all children.

**It is not yet outstanding because:**

- Strategies to support children who speak English as an additional language are not as extensive as possible.
- Staff do not always share information with parents about food and drinks provided for children, to help ensure consistency of care.

## What the setting needs to do to improve further

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

- improve existing strategies to further support children who speak English as an additional language
- strengthen the sharing of information with parents, with particular regard to providing additional information about what their children eat at the club.

### Inspection activities

- The inspector observed staff interacting with children.
- The inspector spoke to parents, staff and children.
- The inspector reviewed a sample of documentation.
- The inspector and the manager participated in a leadership and management meeting.

### Inspector

Genevieve Mackenzie

## Inspection findings

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

The manager has implemented effective improvements since the last inspection. For example, she now works closely with staff to support them, monitor their performance and identify any training needs. Safeguarding is effective. Staff implement good safeguarding procedures and understand how to identify child protection concerns. Parents are happy with the care their children receive and they find staff flexible and easy to communicate with. The manager evaluates the quality of the provision to target areas for improvement, with the help of staff, children and parents. For example, staff help her to evaluate daily activities to plan more effectively.

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

Staff interact effectively with children and get to know them well. For example, they ask them about their day at school and chat to them during play. Children confidently choose from a wide range of accessible resources which complement their learning at school. They engage mainly in self-chosen activities, but staff also plan with the children to meet their needs and interests. Children develop their imaginations and learn to play amicably. For example, during outdoor games they rode bicycles together, pretended to be police officers and followed each other waving and shouting 'goodbye'.

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

Staff help children to learn about behaving well. For example, they have made a behaviour board together to implement reward charts for good behaviour and rules for the setting. Staff supervise children well. They observe children closely to support and help them when they need assistance. Staff help to develop children's understanding of diversity well. For example, their 'All About Me' board helps to celebrate the cultures and home languages of all those who attend. Children learn to value the differences and similarities between themselves and others. Children have access to the outdoor area daily, which helps them to be active and supports their physical well-being. During this time children develop their physical skills through playing games, such as football.

## Setting details

<b>Unique reference number</b>	EY306311
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1054536
<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 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Wandsworth Borough Council
<b>Registered person unique reference number</b>	RP907101
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	07789030635

Smallwood After School Centre and Holiday Playcentre registered in 2005. It is run by Wandsworth Play Services. It operates from Smallwood Primary School in the Tooting area, in the London Borough of Wandsworth. The setting is open each weekday from 3.30pm to 5.45pm during school term times. The holiday play scheme is open each weekday from 8am to 6pm during some school holidays. The setting employs five members of staff. Two staff hold qualifications at level 3 and two staff hold qualifications at level 2.

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