

# Rosewood After School Club

Fuchsia Street, Abby Wood, London, SE2 0QS



## Inspection date

18 September 2017

Previous inspection date

31 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager has secure systems in place to ensure staff suitability. Staff know the policies and procedures well, which helps to underpin their good practice.
- The manager and staff team regularly update their skills and knowledge on childcare matters to support children's safety, well-being and development.
- Children have formed secure relationships with staff. The staff know the children well and regularly share their observations with parents and teachers, especially if there are any concerns. Children new to the setting are allocated a key person who helps them to settle very quickly. Children are emotionally secure and their well-being is supported well.
- Parents say they are extremely happy with the care of their children. For example, comments include, 'I know my child is very safe here'. The manager regularly shares information with parents which has a positive impact on children's well-being, care, and their learning and development.
- Children thoroughly enjoy their time at the after-school club. They learn to do things for themselves well overall and become confident communicators. For example, they make healthy sandwiches for snacks, and give their views and comments on the autumn display.

### It is not yet outstanding because:

- Staff do not give children opportunities consistently to choose things for themselves.
- The children have few opportunities for them to relax or spend time away from busy activities, should they choose to.

## What the setting needs to do to improve further

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

- provide further opportunities for children to choose their experiences for themselves so they become more independent in what they do
- enable children to have opportunities for quiet or restful play.

### Inspection activities

- The inspector spent time in discussion with the manager at a convenient time.
- The inspector spoke to staff, children and parents, and took into consideration their views.
- The inspector sampled documentation. For example, she looked at records that demonstrate the suitability of staff, paediatric first-aid certificates, and policies and procedures.
- The inspector discussed with the manager the effectiveness of the activities and resources on offer.
- The inspector checked the registers for the times of staff and children on the premises.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff recruitment is robust to ensure that those working with children are suitable to do so. The manager and staff team have a confident understanding of their child protection responsibilities. Risk assessments are undertaken to help ensure that the premises are safe indoors and outdoors. Self-evaluation is accurate. The manager evaluates practice regularly and has made improvements since the last inspection, which have had a positive impact on children's activities and experiences. For example, children confidently make their own healthy sandwiches during tea time and they enjoy a wider range of outdoor resources and activities. The manager supports staff well to tackle underperformance and support continuing professional development and improve practice.

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

Staff frequently observe children to assess their individual interests, next steps in learning and how well they settle on their first day. Staff join children as they play and engage in regular discussions with them. They help them explore their ideas, question them and model language during activities and debates. For example, they agree ground rules, such as being kind to one another, and valuing and celebrating people's differences and similarities. Parents feel that children learn a lot about different festivals and cultures at the club. Staff engagement with children supports them to acquire the skills and capabilities to develop learning further. Children begin to develop an understanding of diversity beyond their immediate family experiences. They become confident communicators, for example, as they excitedly share their views and ideas during arts and crafts activities.

### Personal development, behaviour and welfare are good

Staff support children's emotional well-being well. They develop positive relationships with all children and get to know them. Staff talk about healthy food and what is good for them during routines, such as tea time. Children behave extremely well. They follow the rules, and eagerly explain how to keep themselves safe when they go outside. Children say things, such as 'don't talk to strangers, do not leave the playground'. Younger children are closely supervised and escorted from class to the club. Effective channels of communication are established with the school and parents. For example, when children are absent from the club, the manager immediately follows this up by contacting parents and the school, to ensure children's welfare and safety.

## Setting details

<b>Unique reference number</b>	EY466274
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1069551
<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>	40
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Lisa Doris Ball
<b>Registered person unique reference number</b>	RP909725
<b>Date of previous inspection</b>	31 March 2014
<b>Telephone number</b>	07546539335

Rosewood After School Club registered in 2013. It operates from the grounds of Alexander McCloud School in Abbey Wood, in the London Borough of Greenwich. The club is open each weekday from 3.15pm to 6pm, during term time only. The after-school club provider employs five staff. The provider has a childcare qualification at level 3. All other staff have relevant childcare qualifications.

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.

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