

# Chestnuts Playsafe Club

Cheam Park Farm Infant School, Molesley Drive, North Cheam, Sutton, SM3 9UU



## Inspection date

22 November 2017

Previous inspection date

22 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Management has failed to consistently ensure staff are deployed effectively to supervise children, which poses a risk to children's safety.
- Staff do not make full use of the risk assessments to identify and minimise potential risks to children.
- At times, staff do not manage children's behaviour well, to help children learn how their behaviour impacts on others and why they should behave to keep themselves and each other safe.
- Staff do not use self-evaluation effectively enough to help identify areas where there are weaknesses in practice, to help bring about improvement.

### It has the following strengths

- Staff provide a good range of activities and games based on helping children develop friendships and that challenges their mathematical and literacy development effectively.
- Staff work well with parents to share information about children's needs. Parents praise the club staff for the friendly atmosphere and welcoming environment, and they happily share how much their children enjoy attending.
- There are effective discussions between staff and the host school about children's individual needs, which helps to support continuity in children's care.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff are deployed effectively to supervise children well and meet their needs at all times to ensure their safety</li> </ul>	01/12/2017
<ul style="list-style-type: none"> <li>■ ensure staff use risk assessments effectively to identify potential safety hazards and take prompt action to minimise any risks, to safeguard children's well-being</li> </ul>	01/12/2017
<ul style="list-style-type: none"> <li>■ ensure staff consistently manage all aspects of children's behaviour appropriately.</li> </ul>	01/12/2017

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

- develop the self-evaluation process to help identify and reflect on weaknesses in practice more effectively.

### Inspection activities

- The inspection was carried out following Ofsted's risk assessment process.
- The inspector spoke to staff at suitable times throughout the inspection and observed, talked and listened to children as they played.
- The inspector spoke to the manager about self-evaluation and invited her to complete a joint observation.
- The inspector sampled procedures relating to safeguarding, which included risk assessments, staff and children's attendance registers, and accidents and incidents records.
- The inspector took account of the views of parents.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The staff team has a good knowledge of child protection matters and know what action to take in the event of a concern. Staff have up-to-date knowledge of wider safeguarding issues such as extreme behaviours and views. The provider uses efficient systems for the recruitment, induction and support of staff, to ensure that children are cared for by suitable adults. Overall, the staff team monitors and evaluates practice to bring about improvement, and managers support staff to develop their skills further. However, managers do not use self-evaluation well enough to identify breaches of requirements, such as for staff deployment, behaviour management and the safety risks to children. In addition, at times, staff do not offer clear explanations about how and why some children's actions and behaviour impact on others and do not help to keep children safe. However, the manager has taken steps to improve practice to ensure children's safety.

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

Staff know children well and gain information about their individual achievements. Staff use this information successfully to help create an inviting and stimulating environment. Children enjoy taking part in a variety of activities. For example, they excitedly colour in pictures using a wide selection of pens and pencils, and complete detailed drawings in creative play. Children show a keen interest in playing board games and use descriptive language when they ask each other questions. Staff support younger children's developing understanding of mathematics. For example, children play card games, learn to count numbers and place them in order. Children are encouraged to embrace their similarities and differences. They learn about a range of festivals and develop positive attitudes to others. Staff provide children with regular opportunities to play outdoors, where they benefit from fresh air and more active play.

### Personal development, behaviour and welfare require improvement

Managers do not fully assure children's safety and well-being due to the weaknesses in leadership and management. Children display good levels of confidence and share with staff what interests them and what they would like to do. When children ask to decorate biscuits, staff readily agree, and together they gather what is needed. This helps children know that their ideas are valued and respected. Children play well together and establish friendships. Children are aware of the importance of following good hygiene practices. For example, children wash their hands, help to serve themselves at mealtimes and clear away their plates when they have finished. Mealtimes are sociable occasions where children happily talk about their families and interests, and share experiences about what they do at school.

## Setting details

<b>Unique reference number</b>	EY470057
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1117905
<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>	30
<b>Name of registered person</b>	Jancett Childcare and JACE Training Limited
<b>Registered person unique reference number</b>	RP900822
<b>Date of previous inspection</b>	22 September 2014
<b>Telephone number</b>	07702367526

Chestnuts Playsafe Club registered in 2009. It is privately managed by Jancett Childcare and JACE Training Ltd. It is located on the school site of Cheam Park Farm Primary School, Surrey. The after-school club is open from 3.10pm to 6.30pm from Monday to Friday, during term time only. Two staff work directly with the children and both 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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