

Early Start Late Finish

Scout Hut, Alverston Gardens, South Norwood, London, SE25 6LR



Inspection date	11 January 2018
Previous inspection date	26 January 2015

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 staff team and manager work together very well to provide a welcoming atmosphere. They act as strong role models from whom children learn social skills.
- Staff provide a range of experiences and activities that appeals to all the children in the setting and complements their learning at school.
- Staff and the manager form strong relationships with parents, through which they offer them effective support. They work together well to meet children's needs and ensure their welfare. Parents feel involved in the setting and staff keep them well informed about the activities their children have enjoyed.
- Staff teach children about healthy practices. For example, they engage them in activities that help them to learn how to prepare healthy foods. Children have daily opportunities for physical exercise and enjoy activities such as football and dancing.

It is not yet outstanding because:

- Staff do not organise all aspects of the routine successfully to ensure younger children are fully involved and engaged.
- Although staff attend statutory training, they have limited opportunities to develop their skills and knowledge to enhance children's play experiences.

What the setting needs to do to improve further

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

- review the organisation of whole-group activities to increase younger children's involvement and engagement
- strengthen training and development opportunities for staff, to help them to implement new ideas and experiences for children's play.

Inspection activities

- The inspector observed activities inside and discussed the provision for outdoor play.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's enjoyment and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a confident knowledge of how to recognise if a child's welfare is at risk. They know the procedures to follow if a concern arises. They work together to ensure children trust them and feel safe. This helps to ensure children's well-being. Overall, the manager monitors staff performance well, reflects on how practice meets the needs of the children and implements changes to make improvements. For example, she has made activities more child-led and creative to allow children to express themselves and develop their own ideas. The manager listens attentively to children's views and opinions. She offers them opportunities to discuss what they would like to improve in the setting and make decisions about how available money should be used. For example, recently, the children have chosen new resources, including a pool table and a karaoke machine, which they use eagerly.

Quality of teaching, learning and assessment is good

Staff supply resources that appeal to children's interests. Children show confidence to engage independently in play and to extend their ideas. Children have freedom to test out ideas and make discoveries. For example, they compare and contrast the ways toy cars go down ramps compared to wooden figures. Staff interact in a well-timed fashion to challenge children and help them solve problems. They help children to develop essential skills for the future, including helping children to practise counting. Staff repeat and model language to demonstrate correct pronunciation. Staff allow children opportunities to be creative and to develop their imaginations. For example, children use figures of people to make up stories in their play. Staff promote an understanding of the wider world. For example, children look at world celebrations, explore artefacts and taste food from around the world.

Personal development, behaviour and welfare are good

Staff form good relationships with children to support their emotional well-being. For example, staff always collect the same children from school to ensure consistency. Children demonstrate confidence and a sense of security. The manager has changed routines following their previous inspection and children benefit from prolonged periods to engage in their play. Children make choices and are independent in selecting resources. Children show a strong understanding of the rules in the setting and staff promote positive behaviour well. For instance, they encourage children to discuss and understand their feelings. Children of all ages socialise and work together well, for example, they play games in groups. The atmosphere is positive and everyone feels welcome.

Setting details

Unique reference number	124979
Local authority	Croydon
Inspection number	1085724
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	24
Number of children on roll	14
Name of registered person	Audrey Dennis
Registered person unique reference number	RP512696
Date of previous inspection	26 January 2015
Telephone number	07957 260802

Early Start Late Finish registered in 2000. It operates from a Scout hut in South Norwood, in the London Borough of Croydon. Children from local schools attend the before- and after-school club. The club is open Monday to Friday from 7am to 9am and 3pm to 6pm. The setting operates a school holiday playscheme from 9am to 5pm. There are five members of staff, three of whom hold appropriate qualifications at level 3 and two hold qualifications at level 2.

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