

Burdett -Coutts Out-Of-School Club

Rochester Street, Westminster, London, SW1P 2QQ



Inspection date	25 January 2018
Previous inspection date	18 February 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

- Staff develop extremely successful working relationships with the site school all children attend. They work very closely with the teachers to complement children's learning in school.
- Children are happy and keen to attend the club. They learn consistent expectations from the school and club to develop positive attitudes and good social skills. For instance, children build friendships, share well, use good manners and learn to respect one another's similarities and differences.
- Staff maintain very safe play areas for children and supervise them closely at all times. They help children to learn about keeping safe. For example, they follow the school 'safety week' activities to help them learn about internet safety and the potential dangers of strangers.
- The management team and staff evaluate the quality of the club effectively to make ongoing improvements. For instance, since the last inspection, they have created a quiet book area for children to read and play peacefully without being disturbed.

It is not yet outstanding because:

- Staff do not consistently gain detailed information from parents to help them support children's interests when they first start.

What the setting needs to do to improve further

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

- encourage parents to share more information about their children's interests from the start.

Inspection activities

- The inspector observed activities and care of children in the activity room and outdoor play area. She also discussed the effectiveness of an activity with the manager.
- The inspector sampled children's records and documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Staff have a good understanding of their roles and responsibilities to safeguard children. They are aware of the possible risks to children and the procedures to follow if they have a concern about a child's welfare. Safeguarding is effective. The management team uses robust recruitment procedures to ensure staff are suitable to work with children. It works closely with staff in sessions to monitor their interactions with children, and help them develop their skills. Staff benefit from professional development opportunities to help them support children's enjoyment at the club. For example, staff use ideas from training to provide unusual activities for children to learn new skills, such as making giant balloons to get inside and learning how to juggle.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities for children to choose independently. Children enjoy being imaginative at the craft table with materials and tools for them with which to create. They build with construction sets, engage in pretend play, and use the school computers. Staff plan special events and activities to broaden children's experiences, such as sports coaching and visits from animal specialists for children to observe exotic animals. Staff join in children's play to engage them and encourage their games and ideas. For instance, they take on roles in children's imaginative games, pretending to be the character the 'superheroes' capture. This encourages children to continue creating the games further with new ideas. Staff provide time for children to complete enjoyable homework activities. For example, they use consistent methods to support children's reading and writing skills to help improve their literacy in school.

Personal development, behaviour and welfare are good

Staff welcome children warmly when they arrive from school and help them to settle in quickly. They provide a sociable snack time where they encourage children to share their news. Children talk freely about their school activities and news from home, and share what they would like to do at the club. Children make their own activity choices confidently, and benefit from continuous outdoor play if they wish. For instance, they climb and balance on apparatus, play ball games, and choose from a broad range of physical play equipment to create their own games. Staff keep parents informed well of their children's day and the activities they have enjoyed.

Setting details

Unique reference number	135019
Local authority	Westminster
Inspection number	1085752
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	50
Number of children on roll	54
Name of registered person	Mr Stephen James Brickell & Ms Caroline Hall Partnership
Registered person unique reference number	RP907019
Date of previous inspection	18 February 2015
Telephone number	0207 828 6790

Burdett -Coutts Out-Of-School Club registered in 1995. It is located in the London Borough of Westminster. The group is open during term time from 3.30pm to 6pm and in the school holidays from 8am to 6pm. The group employs eight members of staff, five of whom hold early years qualifications at levels 3 to 6.

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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