

Springwell Before and After School Club

C/o Springwell Infant and Nursery, Speart Lane, Heston, TW5 9EF



Inspection date

6 February 2018

Previous inspection date

9 March 2015

| 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:

- The provider's safeguarding policy does not include procedures for the safe use of mobile phones and cameras, as required.
- Although staff have a sound knowledge of child protection procedures, the manager has not ensured that part-time staff have had training and support to have a thorough understanding of their responsibilities with regard to the 'Prevent' duty guidance.
- The provider does not consistently evaluate practice accurately to identify where they are not meeting all the requirements. Although they talk daily with parents, they do not regularly seek their views on how to improve the provision.
- Staff sometimes complete tasks for children that they are capable of managing for themselves.

It has the following strengths

- Staff deploy themselves effectively. They provide good support so that all children engage well in their activities and can play safely indoors and outdoors.
- Children are confident communicators. They engage in good discussions with each other and the staff, supporting their speaking and listening skills well.
- Staff know the children well and work closely with the school to support children's learning successfully.
- Children settle quickly and are confident in choosing resources. They behave well and understand the staff's expectations.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|------------|
| ■ improve policies and procedures to include the safe use of mobile phones and cameras, to share with parents and visitors | 01/03/2018 |
| ■ improve the support and guidance to ensure all staff understand their responsibilities with regard to the 'Prevent' duty fully. | 01/03/2018 |

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

- improve the use of self-evaluation, including seeking parents' views, to more accurately identify any weaknesses in the provision and take action for continuous improvement
- help children further in managing age-appropriate tasks.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children and took account of their views.
- The inspector checked safeguarding information, including staff records.
- The inspector held a meeting with the manager and offered her a joint observation.
- The inspector sampled documentation, including policies and procedures, and children's records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff are clear about what to do if they are concerned a child may be at risk of harm. Senior staff who work directly with the children understand their responsibilities to the 'Prevent' duty to protect children's welfare. The committee and manager monitor staff performance and identify training needs. However, staff support is not fully effective, as they have not ensured that less-confident staff who work part-time have a thorough knowledge of the 'Prevent' duty. There is no clear policy and procedures for the safe use of cameras and mobile phones, to inform parents and visitors. However, staff follow appropriate procedures to keep children safe. The manager encourages staff to evaluate the session and plan for the next day. However, self-evaluation is not thorough to identify all areas for improvement and, as the manager has not sought parents' feedback for quite a while, she is unaware of their current views.

Quality of teaching, learning and assessment is good

Staff share good information with parents and teachers on what children can do to build on their learning. They monitor young children's progress to work in partnership consistently. Staff ensure that children help plan activities which motivate their participation. For example, they have requested more cooking activities. Staff encourage the older children to support the younger ones and teach them how to play their games, which they all enjoy. Staff provide good support for children to have confidence in their own abilities and to keep trying until they succeed, such as completing a puzzle. They help children effectively to use trial and error and to think of solutions to problems. For example, when children's small-brick construction collapses, they try again, making sure they join pieces together to make it more secure. Staff provide good role models, asking children what they need to do to improve. For example, children explained to staff how to add armrests and a back to make their chair look less like a table.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that some staff do not have a good knowledge of promoting all aspects of children's welfare fully. Nevertheless, staff are responsive to children's physical and emotional needs, and children do enjoy their time at the club. Older children comment on how they like that they can play inside and outside, and how much they enjoy the food. Staff provide them with a variety of nutritional menus cooked fresh daily. Children know where to place their belongings on arrival and take care of their personal hygiene. However, staff do not consistently enable children to carry out age-appropriate tasks independently. For example, staff set and clear the tables and serve children at teatime. Staff successfully help children to consider their own safety. For instance, children regularly practise the emergency evacuation procedures and staff use children's experiences to consider the dangers of some of their actions.

Setting details

| | |
|--|---|
| Unique reference number | 116257 |
| Local authority | Hounslow |
| Inspection number | 1089157 |
| 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 | 30 |
| Number of children on roll | 14 |
| Name of registered person | Springwell Before and After School Club Committee |
| Registered person unique reference number | RP517533 |
| Date of previous inspection | 9 March 2015 |
| Telephone number | 07956 407 546 |

Springwell Before and After School Club is run by a management committee. It registered in 1990 and operates from Springwell Nursery and Infant School. The club operates weekdays during the school term, from 8am to 9am and 3.30pm to 5.30pm. Eight members of staff are employed to work with the children, including the manager. Three hold a childcare qualification at level 3 and three have a qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

