

Edmund Waller Community Services

Edmund Waller School, Waller Road, LONDON SE14 5LY



Inspection date	3 December 2018
Previous inspection date	23 October 2015

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

- Children are happy and settled at the club. They build positive relationships with staff who are good role models. Staff know children well and interact positively with each other and the children as they play. This helps to develop children's emotional well-being and promotes good behaviour.
- Partnership with parents is effective. Parents are complimentary about the setting. They comment that staff are approachable and that the environment is well managed. Parents appreciate the feedback they receive and how smoothly the club runs.
- Children concentrate for long periods of time. Staff encourage children to play cooperatively and take turns. For example, they wait patiently during games of snooker and fuse ball.
- Staff are well deployed between the two buildings and manage transitions safely. This helps children manage risks and builds their confidence.
- Staff work well with parents and have good links with the school. They share relevant information with teachers, which helps to ensure children's individual needs are met and supports their move on to the next stage of their learning.
- The management and staff have high expectations for all children. The management works closely with the staff and children to plan activities for children of all ages. For example, children help plan what resources will go on the table and extend their own play by adding different materials to the construction area.
- The programme for monitoring staff and their continual professional development is not fully embedded to support them in developing their skills to an even higher level.
- Staff do not consistently evaluate the types of play resources they provide to challenge and encourage children to be curious about their learning.

What the setting needs to do to improve further

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

- explore further opportunities for staff supervision and the continual professional development to help them offer even better provision for children
- evaluate the types of play resources provided, to engage children to participate in activities which are challenging and encourage them to be curious learners.

Inspection activities

- The inspector took into account the views of parents, children and staff spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed the quality of activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held meetings with the manager throughout the inspection.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The management team gathers feedback from staff, parents and children to consider ways to develop and improve the quality of the provision. They analyse the information to review their strengths and weaknesses of the club and set an appropriate action plan. The arrangements for safeguarding children are effective. The management team has robust recruitment and induction procedures in place. There are appropriate systems to ensure that adults working with children are suitable. All staff complete initial training for safeguarding and know what to do if they concerned about a child's welfare. They have a good understanding of the needs of the children and plan transitions well.

Quality of teaching, learning and assessment is good

Children access a wide range of age-appropriate activities and equipment. The environment is inviting and well organised with displays of children's creative artwork. Children enjoy drawing and writing, they communicate well as they share their thoughts and ideas to create different pictures. Children thoroughly enjoy their time in the setting. Staff encourage children to be involved in making choices and selecting resources that follow their interests. This is evident when children are involved in setting up the room. Children have a good understanding of the daily routines and how to follow rules. For instance, they ask politely if they can get toys from their school bags to add to their play. Staff skilfully support children's learning through daily routines and play. For example, they count the colour and number of swords they have remaining during the pirate game. They are encouraged to work out simple challenges when they count how many utensils they need during snack time for their table group. This helps to promote a growing understanding of mathematics. Staff communicate extremely well with children and take the time to listen to their responses. They are attentive and ask children purposeful questions. This helps to support children's speech and language skills and encourages their self-awareness.

Personal development, behaviour and welfare are good

Staff consult with children to continually improve the menu. Children learn about healthy eating, which encourages them to consider the importance of making healthy choices. Staff support children in following good health and hygiene routines. For example, children wash their hands before eating and wipe down tables to ensure they are clean and safe. Children enjoy taking responsibility at the club. Each day younger children eagerly volunteer to prepare tables for mealtime. They appreciate the responsibility of specific roles. For example, they work out what their table needs and carry cups and heavy jugs of water during mealtimes. Older Children confidently move between different buildings to access clubs and activities. Staff provide a positive environment where children enjoy plenty of praise and are encouraged. This becomes apparent when children show great pride in their achievements and want to share this with staff and children. The management works closely with other professionals, such as the special educational needs coordinator and the drama therapist. This helps to support children towards the next stage of their learning.

Setting details

Unique reference number	EY284738
Local authority	Lewisham
Inspection number	10064542
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	56
Number of children on roll	107
Name of registered person	Edmund Waller Community Services
Registered person unique reference number	RP524241
Date of previous inspection	23 October 2015
Telephone number	020 7252 8699

Edmund Waller Community Services registered in 2005. It operates from Edmund Waller Primary School, in the London Borough of Lewisham. The after-school club is open Monday to Friday, from 8am to 9am and 3.30pm to 6pm, during term time. The holiday playscheme is open to all children in the wider community and operates from 8am to 6pm during school holidays.

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