

Schoolfriend Clubs @ Hurst Primary School

Hurst Primary School, Dorchester Avenue, BEXLEY, Kent DA5 3AJ



Inspection date	29 November 2018
Previous inspection date	6 December 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Working arrangements between the manager and the provider are not fully effective. The manager has begun to support staff and identify training needs but no effective arrangements are in place to support her in her role.
- Although, the manager and staff reflect on the provision and share ideas about the things they offer for the children, the self-evaluation procedures are not effective enough to provide a clear overview of all aspects of the provision, so that areas for further development are prioritised and success is celebrated.
- Staff do not ensure that children have an area to rest or relax available.

It has the following strengths

- Staff are kind, caring and welcoming, and new children settle quickly. Children happily play with their friends and have positive relationships with the staff, which results in children feeling a strong sense of belonging. They confidently explore new activities and take turns with others.
- Parents are happy with the provision and comment on the friendly staff who keep them up to date about what their children are doing.
- Children feel safe and secure, they move around the club confidently, deciding where and what to play with. They benefit from an environment that is friendly and welcoming.

What the setting needs to do to improve further

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

	Due date
develop arrangements to support the manager in carrying out her role, including identifying and making improvements across the provision.	31/01/2019

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

- develop self-evaluation procedures further to provide a clear overview of all aspects of the provision, so that areas for further development are prioritised
- ensure children have opportunities to rest and relax if they wish to.

Inspection activities

- The inspector viewed all areas of the club used by children.
- The inspector observed the children at play and interacting with the staff, to evaluate staff's practice.
- The inspector held a meeting with the provider and looked at, and discussed, a range of documents, including suitability checks, policies and procedures.
- The inspector talked to staff, children and parents on the day of inspection and took account of their views.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management requires improvement

The weaknesses in the communication between the provider and the manager mean that the organisation and the ongoing development of the provision is not as effective and efficient as possible. For example, some administration tasks are not dealt with promptly and improvements are not prioritised well. The manager holds team meetings where staff share ideas and evaluate the activities and the provision they provide. However, self-evaluation has failed to identify weak aspects of leadership and management practice. There are no effective procedures in place to support the manager in her role, who has tried to make some improvements to the club since the last inspection. However, she has not received any training to develop her skills further as a manager. As a result, she has not always followed the club's procedures correctly and ensured that all staff receive the training they need to fulfil their role and responsibility. For example, together with staff she has identified training needs to develop their practice but has not ensured the training has taken place. Safeguarding is effective. Recruitment procedures are robust and ensure that only those suitable to work with children are recruited. Staff undertake daily checks of the indoor and outside areas to ensure that children play in safety. All staff have a clear understanding about child protection matters and what they have to do should they have a concern about the safety and well-being of a child.

Quality of teaching, learning and assessment is good

Staff observe children and interact well with them to support their individual needs, taking notice of their interests and preferences. They plan a variety of stimulating activities that engage children of all ages and, overall, help them to develop their skills. Staff sit with the children and teach them about new games that they have set up. Children eagerly listen and follow the instructions staff give. Staff plan the resources and activities they set up together as a team and make sure they involve the children, asking them about their interests. This helps them to make sure all children have fun and are engaged. Children love the movie night at the club and discuss in excitement which movies are on offer. Other popular activities include painting, colouring and arts and crafts, as well as board and table games. Additionally, children use their imagination to make up their own play and involve staff. For example, they pretend to be on a game show where candidates have to guess the animal. Children talk about birds, octopus and spiders, having fun describing each of the living creatures.

Personal development, behaviour and welfare require improvement

Staff develop effective relationships with children. They listen attentively when children talk about their day at school. The manager and staff team have not identified that there is a lack of cosy places where children can just relax after a busy day at school. Staff involve children in routine tasks to help build their sense of responsibility. Children show good personal independence during mealtimes and make choices of the foods they like to eat. They help to clear away after snack time and wash their plates. Children have daily opportunities to play outdoors, getting fresh air and exercise to support their good health.

Setting details

Unique reference number	EY282654
Local authority	Bexley
Inspection number	10079576
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 - 10
Total number of places	40
Number of children on roll	251
Name of registered person	Schoolfriend Clubs Limited
Registered person unique reference number	RP901397
Date of previous inspection	6 December 2016
Telephone number	07514838020

Schoolfriend Clubs @ Hurst Primary School registered in 2004 and provides out-of-school care only. It operates from Hurst Primary School in Bexley, Kent. The club is open each weekday during term time from 7.45am to 9am and 3.15pm to 6pm. The club employs four members of staff and, of these, two hold a playwork qualification at level 3.

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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