

Childville After School Club @ Furze

Furze Infant School, Romford RM6 6ES



Inspection date	21 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
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

- Arrangements for the supervision of staff are not fully effective. The provider has not identified all weaknesses, such as the quality of teaching, and taken appropriate action to address them.
- Staff do not always deploy themselves well enough to be able to meet children's needs. They are not always alert to younger children who struggle to engage with other children and activities. There are not enough appropriate resources and activities for the number and ages of children attending.
- Staff do not always ensure they give children food that is healthy, nutritious and meets their specific dietary requirements. They do not fully understand the extent to which children are vegetarian or how much salt is contained in any processed foods they provide.

It has the following strengths

- Children have daily access to outdoor activities. They have plenty of opportunity for fresh air, exercise and to develop their physical skills.
- Older children cooperate with their peers from their own school and other local schools.
- Staff know the setting's safeguarding procedures. This helps to keep children safe from harm.

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
ensure arrangements for the supervision of staff are effective in identifying all weaknesses so that action can be taken to address them.	19/04/2019

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

- improve the system for recording children's daily attendance so that records accurately reflects when, precisely, the children arrive at the club's hall, from their classroom
- improve staff's knowledge and understanding of how to deploy themselves to be best able to meet children's individual needs, particularly in relation to how they treat each other
- provide food for children that meets their nutritional and cultural dietary requirements
- provide a range of activities and resources that are appropriate for all ages of children attending, so that they sustain interest and engage in meaningful play and learning
- develop effective two-way information sharing with parents and carers, professionals and other settings children attend, to maintain consistency of care and learning for all children.

Inspection activities

- The inspector observed activities indoors and in the outside area.
- The inspector spoke to children, staff, the manager and the provider at appropriate times during the day. She held a meeting with the manager and the provider.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at displays, evidence of training and a range of other documentation, including policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. All staff have received child protection training and are clear about the procedures for reporting concerns about a child, or if an allegation is made against a member of staff. The provider has followed appropriate recruitment procedures to ensure all staff are suitable. Leaders and managers ensure staff receive regular supervision and induction to help them understand and carry out their roles. However, systems for monitoring the quality of teaching are not effective. For example, leaders and managers have not identified weaknesses in practice, such as how staff are deployed. Although there is a system in place for recording children's attendance, it is not always effective during the transition period when children move from the classroom into the club's hall. Parents mostly report that they are happy with the setting. However, some communicate that there could be better resources available for the children.

Quality of teaching, learning and assessment requires improvement

There are a variety of resources for children to play with. However, sometimes they do not reflect the ages of the children attending, and there are insufficient resources to sustain children's interest. Children have daily access to outdoor activities. Older children use their imagination to become superheroes, and adapt resources to use as superpowers. They enjoy playing board games with their friends. However, at times, staff do not make sure that younger children are not left out. This means younger children sometimes play by themselves and do not engage with adults or other children. Younger children are assigned key persons who observe what they can do and plan activities to develop their next steps in learning. However, information sharing between staff, parents and other settings that children attend is not sufficient to maintain consistency of care and learning for all children.

Personal development, behaviour and welfare require improvement

Staff are not always deployed well to ensure all children's emotional needs are met, particularly for younger children. For example, at tea time, if children are unkind to each other, staff do not intervene to support children's understanding of how they should treat one another. Older children form friendships with their peers from different schools. This helps them to know their community and develop social skills. Children develop physical skills by learning to skip with a rope and climbing the frame. The provider has listened and responded to parents' requests to provide children with hot food at tea time. Children make choices about what they want to eat. However, staff do not always make sure that food provided for children is healthy and meets their individual dietary needs.

Setting details

Unique reference number	EY546705
Local authority	Barking and Dagenham
Inspection number	10099784
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	30
Number of children on roll	42
Name of registered person	Childville After School Services Ltd
Registered person unique reference number	RP520422
Date of previous inspection	Not applicable
Telephone number	07919913302

Childville After School Club @ Furze registered in 2017. The club is located in Romford within the London Borough of Barking and Dagenham. The setting operates Monday to Friday from 2.45pm until 6pm, term time only.

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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