

Schools Out Club - Fircroft



Fircroft Primary School, Fircroft Road, LONDON SW17 7PP

Inspection date	23 May 2019
Previous inspection date	15 March 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is outstanding

- The manager demonstrates excellent leadership skills and evaluates the quality of the service successfully. He is committed to making continual improvements and works very well with his team to help children and their families achieve their full potential.
- Partnerships are highly effective. The manager and club staff communicate very effectively with parents and school staff to ensure that the needs of children and their families are consistently considered. This leads to superb continuity of children's care and development.
- Staff receive strong support and encouragement to enhance their personal effectiveness and further develop their knowledge. They benefit from the knowledge and skills of a manager who is highly ambitious for children and families, and who communicates high expectations.
- Staff support children's emotional well-being extremely well. They use a very successful approach to help prepare children who are new to the club. Less-confident children rapidly settle in and grow in confidence as they engage in challenging activities. They receive close support and encouragement from highly attentive staff.
- Staff provide frequent and varied opportunities for children's active play. Children show that they enjoy using their bodies in a range of ways, and rapidly learn how to manage risks and challenges as they play. This also contributes to children's good health and physical development.
- Parents, children and the headteacher speak very highly of the club. Parents appreciate the strong friendships their children make, and the close links between the club and the school. Children are consistently engaged and motivated during club sessions, and are sometimes reluctant to leave.

What the setting needs to do to improve further

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

- continue to review the suggestions made by children, so that the wide range of activities reflect their individual interests, ideas and experiences even further.

Inspection activities

- The inspector observed an activity that took place with the children and discussed this with the manager.
- The inspector observed activities and the quality of interactions between staff and the children, and assessed the impact of these on children's enjoyment and development.
- The inspector reviewed policies and procedures, children's attendance registers, activity plans, information relating to children's safety and health, and documentation relating to staff.
- The inspector met with the headteacher, sought the views of parents and children, and held discussions with staff at appropriate times during the inspection.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is outstanding

The manager makes excellent use of the support and skills of parents as he reviews the service, for example during improvements to the outdoor area. He regularly discusses relevant issues, shares his teaching expertise with club staff and assesses the impact of changes made. The manager is already considering how to act on feedback gathered from younger children. Safeguarding is effective. The manager works very closely with school staff to help protect the welfare of children and their families. Staff implement school collection and security protocols with confidence. The manager successfully promotes a two-way flow of information with the school and uses a shared approach to help address issues that may cause concern. Staff are vigilant and alert to the potential risks posed to children. They complete training to help them recognise and respond to potential concerns about a child's welfare, or the behaviour of colleagues.

Quality of teaching, learning and assessment is good

Staff plan and set up activities that lead to the high levels of engagement children demonstrate as they play, including those who are less confident. Staff give children strong encouragement to try new things out, for example when teaching girls how to use the climbing frame. Staff engage in very positive interactions with children, who benefit greatly from their skills and expertise. Children show high levels of patience and determination, for example when boys focus for long periods to complete sewing tasks. Less-confident children strengthen their large muscles and show pride in their physical skills as they pedal around others. Staff skilfully help children to understand how to move and use their bodies during racket games outdoors. Children have good opportunities to build up the literacy skills that they learn at school. For example, they express their ideas in writing and post notes in the club's suggestion box.

Personal development, behaviour and welfare are outstanding

Children show their understanding of how to stay safe and healthy. For example, they seek out staff when their friends need help. Boys go inside when they feel warm in hot weather, and tell staff that they will drink more. Children embrace challenge and look after each other very well. For instance, girls explore the limits of what their bodies can do as they climb trees, and show their friends the safest ways to get higher. Staff give frequent opportunities for children to take responsibility, such as nominating daily 'helpers' as children arrive from school. Older children show pride at being chosen and are eager to complete tasks. Children excitedly share news of special events with staff, for example when they eagerly show their party invitations. Children behave, interact and play together exceptionally well. Staff use highly effective strategies to help children respond to instructions, such as rhythmic hand claps which children mimic before falling silent, ready to listen. Staff closely consider how to prepare children who find it hard to deal with change. They attend school induction meetings and spend time in classrooms, with the close engagement and support of parents.

Setting details

Unique reference number	EY400181
Local authority	Wandsworth
Inspection number	10074333
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	50
Number of children on roll	64
Name of registered person	Balham Community Centre
Registered person unique reference number	RP902447
Date of previous inspection	15 March 2016
Telephone number	07514983725

Schools Out Club - Fircroft registered in 2010 and is located in Fircroft Primary School in Tooting, in the London Borough of Wandsworth. The club offers a service for children who attend the school. It operates every weekday from 3.20pm to 6.30pm, during term time only. There is also a breakfast club which is available from 7.30am to 9am. Four staff, including the manager, work at the club. All staff hold qualifications at level 2 and the manager has qualified teacher status.

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