

Footscray Out Of School Club

Orchard Primary School, Oxford Road, SIDCUP, Kent, DA14 6LW

Inspection date	04/12/2014
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Partnerships with parents and other professionals is a key strength of the setting. As a result, staff meet the individual needs of all children well.
- Staff work closely with the children to settle them into the setting. As a result, children are becoming confident learners.
- Children are happy and enjoy their time in the setting allowing them to progress well with their learning and development.
- Staff teach children the importance of working together and as result, all children behave well.

It is not yet outstanding because

- Staff do not always consider where they carry out quiet activities, resulting in younger children becoming distracted with their learning.
- Staff do not fully promote children's independence skills during meal times, as result, there are missed opportunities to fully promote this area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playrooms and the hall and information and communication technology suite.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
- The inspector looked at children's observations, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's suitability checks and the settings safeguarding policies and procedures.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Footscray Out Of School Club re-registered in 2008. It is an out of school service which was first registered in 1998. The service is managed by a private provider and operates from premises within the Orchard Primary School, Sidcup. The group has use of the studio, hall, library, computer area, outdoor play areas and associated facilities, including a kitchen and toilets. The breakfast club operates during term time, from 7.45am until 9.00am. The after school club operates during term time, from 3.15pm until 6.15pm. There are currently nine children in the early year's age group and 65 children overall on roll. Children over eight also attend the setting on a daily basis. The club supports children with English as an additional language and those with learning difficulties and/or disabilities. There is currently seven staff employed to work at the setting. The provider holds a level 4 qualification in childcare and all other staff hold a recognised childcare qualification in level two and three. The out of school group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The service collects children from up to three local schools in the Sidcup and Bexley area.

What the setting needs to do to improve further

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

- review the organisation of quiet activities, such as reading homework, so children are not easily distracted by the level of noise around them

- strengthen children's independence skills during meal times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff teach the children well and as a result they are making good progress with their learning and development. They plan activities according to the children's abilities, also what they are learning at school. This makes sure the children are interested in the activities and enables them to progress further with their learning and development. Staff pass on all observations to the children's teachers so they can see what the children have been learning at the setting. This provides strong partnership working and good continuity of care for the children. Staff know the children well and what areas they are currently working on, which helps them make good progress in their development. Children are happy and settled at the setting. Caring staff meet children's individual needs well. Each early year's child has a key person, who builds strong relationships with them. As a result, staff develop a strong understanding of children's learning and care needs.

The good use effective questioning by the staff enhances children's language development well. It also prompts the children to think about what they are doing. Staff carry out homework activities with the children to support them with their reading skills. These sessions look at what the teachers have asked the children to learn. However, at times staff do not fully consider where they carry out these activities. When the main studio room gets busy the noise level can rise, and as a result younger children at the time of the inspection, became easily distracted from their reading. It took the children longer to carry out the homework due to these distractions. Staff do support children to look at the phonic sounds of the words as they learn to read them. They remind the children not to guess the sounds and to sound them out. This teaches the children to learn new words.

Staff use the school playground and large school hall to promote children's physical development. They plan activities that the children are interested in to promote this area of learning. During craft activities, staff promote the children's creative development well. They encourage the children to talk about their drawings and to write about them. Children eagerly talk to staff and explain their drawings to them. Staff praise the children well for their drawings. Children also help the staff to prepare stars for the school display. Staff talk to the children about how to cut out the stars and what they will be used for. Children told staff how they use scissors and say they should not point them at people. This shows how the children have learnt to keep themselves and others safe.

The contribution of the early years provision to the well-being of children

Staff work closely with parents and children to settle the children into the setting. They find out about the children and their likes and dislikes to help them to settle. All children help each other during activities. During the inspection, older children helped the younger ones when they were in the information and communication technology suite. They helped them to log onto the computers and to find the programmes they wanted to use. This allows the children to build on their self-esteem and builds the younger children's confidence in using the resources. Resources are of a good quality, which allows children to progress well with their learning and development. Staff set them out so children have activities to play with on their arrival. This allows them to start to learn straight away.

Staff teach the children on how to keep themselves safe. They participate in regular fire drills, which teach the children what to do in an event of an emergency. Staff also remind the children to walk when they are in the buildings and when they are moving between different play areas. Staff teach the children to watch out for trip hazards and remind them to pick up toys that have fallen onto the floor. This allows children to keep each other safe.

Staff are consistent in their approach to behaviour management. They work with the parents and teachers in the school so they are all carrying out the same strategies with children. They work together to teach the children to work together and to help each other if they require it. Given the children's ages and stages of development they all behave well.

Staff teach the children about healthy lifestyles and their own well-being through well planned activities. They undertake cooking activities to develop children's understanding of how food is prepared and to enhance their mathematical and physical development, as well as their literacy skills. Staff prepare hot meals such as stews and shepherd's pie to make sure children have a hot meal before they go home. However, during meal times staff do not fully nurture children's independence skills as staff serve the meals for them. Children do tidy away their own plates after they have finished which helps towards children's independence skills.

The effectiveness of the leadership and management of the early years provision

Staff have a secure knowledge of safeguarding and child protection procedures. They work closely with the school and follow their procedures if they had any concerns. All staff have training with the school teachers to keep their safeguarding knowledge up to date. The school keeps a detailed record of all the staff working in the club and carries out the checks when they need updating. As a result, the provider is able to keep track of any training the staff require and works with the school to make sure staff are suitable to work with the children. Staff fully understands the reporting procedures if they have any concerns with any of the children and any whistle blowing concerns. The provider carries out regular appraisal and supervisions with the staff and checks their ongoing suitability during these. Robust recruitment procedures are in place. As a result, suitable staff work with the children.

The provider and the manager value the views of the staff, parents and children. They all work together to make changes to the provision to improve the quality and care that is provided. Recent changes have been to the amount of schools staff collect from. They have reduced the number so children are not left waiting whilst staff collect other children. This allows children to come straight to the club and start to play and learn straight away. The valuable discussions and views enables the provider to make continual improvements.

The provider and the manager monitor the educational programmes of the provision well. They work alongside the reception teachers of all the schools to find out what they are doing and then they use this to inform their own planning. Staff make sure that they adapt activities to meet the children's individual needs. They also make sure that any activities they carry out complements the children's learning at school. Staff in the setting also work in the classrooms in the school. This enables them to maintain a two-way flow of information. The provider works closely with the head teacher of the school to provide care for children who require extra support. They have regular meetings to discuss care and the next steps of care of the children. This provides very good continuity of care for the children. Staff work very closely with the parents. They meet in a regular basis to discuss any concerns and then how staff can adapt activities in order to meet children's developmental needs. Staff send out regular newsletters so the parents are kept informed with what is happening in the setting. This further strengthens consistency of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY379248
Local authority	Bexley
Inspection number	829603
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	65
Name of provider	Vivien Mary Johnson
Date of previous inspection	29/01/2009
Telephone number	0208 3004878

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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