

# SCL Club Energy

Inspection report for early years provision

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**Unique reference number** EY334894  
**Inspection date** 10/08/2009  
**Inspector** Melissa Cox

**Setting address** St. Augustine RC Primary School, Tomlinscote Way,  
Frimley, CAMBERLEY, Surrey, GU16 8PY

**Telephone number** 08456 445747

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

SCL Club Energy was registered in 2006. It operates from St. Augustine's Catholic Primary School in Frimley and is run by staff employed by Soccer Coaching Limited. Children have access to the school hall, two classrooms and cloakroom facilities. There is a safe outside area available for play, including a playground, grassed area and trim trail. The play scheme serves families from the local community and surrounding area. Children are required to bring a packed lunch.

The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children from the age of four to eight years. There are currently 200 children on roll with 35 children in the early years age group. The playscheme runs during school holidays and is open Monday to Friday from 10.00 until 16.00, with an option for extended care from 08.30 in the mornings and until 17.30 in the evenings. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

Twenty five members of staff can work with the children at various times, as staff also work at other playschemes run by Soccer Coaching Limited. Site leaders hold appropriate playwork qualifications and four members of staff hold a current first aid certificate. The play scheme receives support from the Early Years Partnership.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. It meets the needs of children in the early years well so that they make good progress in their learning and development. Children from all backgrounds and abilities are included very well in all activities because the club is well lead and managed. Managers and staff have made effective preparations to engage children of all ages in the activities that they have planned and children in the early years have key persons who plan to meet their needs and preferences. Safeguarding measures are fully in place. Leaders know their strengths and areas for improvement, so that potential for further improvement is good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to use the self-evaluation process to improve learning outcomes for younger children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there are suitably qualified staff available at all times (Staffing arrangements).

01/09/2009

## **The leadership and management of the early years provision**

Leadership and management are good overall, with developing plans in place to support children's learning and development which are being addressed through the self-evaluation process to improve learning outcomes for younger children. The provision is inclusive, taking care to address the learning needs and cultural preferences of all of the children. Well established arrangements for recruitment, training and deployment of staff keep children safe. On rare occasions the level of qualified staff does not meet the requirement but this has little impact on children in the scheme. The good ratio of helpers to children enables play leaders to make sure that they are enjoying themselves safely and stay healthy. All staff receive training in child protection, in play work and in first aid for children which ensures the smooth running of the scheme during holiday periods. Risk assessments are regularly carried out with daily checks on the school environment and organisation of the playscheme. Children learn to keep themselves safe through activities such as the fire brigade visiting the scheme to talk about fire safety. Leaders and staff plan the week's activities to provide a variety of experiences over time and consult with children to ensure that the selection they have on offer meets their needs. For example, staff have implemented a DVD and popcorn session at the end of the week.

Relationships with parents are good. Leaders know many parents and children who regularly attend the scheme each holiday. Parents are well informed about the arrangements for their children, for example safety arrangements, daily timetable, names of the helpers and key people. They are aware of systems for complaint, and there have been no complaints since the last inspection. When parents register their children they provide all necessary information including contact details, medical needs and cultural requirements.

Leaders self-evaluate well, building on experience of previous holiday play schemes to develop their arrangements in consultation with local authority advisers. Managers gather and evaluate the response of children and parents so that they are confident about their enjoyment and development.

## **The quality and standards of the early years provision**

Provision for children's welfare, enjoyment and development is good overall. Play leaders organise the day to provide a wide variety of activities, both indoors and outside in the school playground. Children make progress in the different areas of their learning and development because of the effective use of a range of interesting and practical tasks. A good range of activities are planned for on a termly, weekly and daily basis with a wide range of resources used. Planning shows a good focus on the development of key skills in all the required areas.

Children develop their skills well because staff give encouragement and offer them praise and help where necessary. Physical skills are developed very well through the use of a good range of sports and play equipment in the spacious outdoor play

areas. This results in them being able to handle play equipment well so that they are able to hit or kick a ball with accuracy and handle equipment dexterously. A good range of resources is available to children so they develop imagination in role play activities where most learn to cooperate with others as part of the group, for example, playing in the den area. Books and a games console are available for children to enjoy and to research areas of interest to them. Their language skills are developed well because staff frequently use questioning to encourage the children to describe what they are doing and learning when they encounter new things.

Children's personal and social development is supported well through many opportunities to work and play with others. Children's creative understanding is promoted through the use of art and craft materials. Their work is attractively displayed for others to see which helps them to take pride in their work and value their achievements. Children are arranged in appropriate groups and settle down quickly to their chosen activity, becoming absorbed in discussing their progress with their helpers and peers. For example, a group of children spend a considerable amount of time, carefully creating hama bead artwork, admiring each other's creations.

Children's welfare is of importance to the staff who are well trained in areas including child protection and first aid. Children are well cared for and staff liaise effectively with parents to pass information back and forth on a daily basis. Staff are active in meeting any parental concerns as they arise including, for instance, information concerning the administration of emergency medication.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met