

Schoolfriend Clubs

Inspection report for early years provision

Unique reference number EY312136
Inspection date 13/05/2009
Inspector Sa'ad Khaldi

Setting address Breakspear Infant/Junior School, Bushey Road, Uxbridge,
Middlesex, UB10 8JA

Telephone number 020 7435 6868

Email

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

Schoolfriends After School provision opened in 2005 and operates from Breakspear Infant and Junior School in the London Borough of Hillingdon. The club provides a service to families who attend Breakspear Nursery, Infant and Junior School and neighbouring schools. It is open each weekday from 15:15 to 17:45 during term-time only. The inclusive setting is located in the school hall with an adjacent snack and dining area. All children share access to a variety of facilities that include the school library, an information and communication technology (ICT) suite, gardening area and a secure enclosed outdoor play area.

A maximum of 24 children may attend the club at any one time from the ages of three to eight years, and of these 14 may be in the early years age group. There are currently 40 children on roll and of these, 14 are in the early years age group. Currently the setting is accepting only children who are four years and over. The holiday play-scheme operates from 08:00 to 18:00 Monday to Friday during school holidays. The manager of the setting operates with up to five staff, the manager holds a Level 3 National Vocational Qualification (NVQ) in Child Care, her assistant has a full Level 2 NVQ and a further play-care assistant is completing a Level 2 NVQ in Child Care. An additional play-care assistant also works as a learning assistant in the school and a trainee play-care assistant is undertaking sports studies qualifications at a college. Schoolfriends After School provision is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

Overall effectiveness of the early years provision

This is an outstandingly effective setting that meets and sustains children's needs across a wide age range. It uses display extremely well to celebrate children's work and achievement, to offer a range of key messages about welfare, and fully inform parents. The club very effectively uses the social skills of the children to promote play and learning development. Safeguarding is fully met and the curriculum offers variety for all. The setting is fully inclusive and the needs of children with learning difficulties and/or disabilities are extremely well met with appropriate care and support provided for all the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving self-evaluation procedures to ensure that the setting maintains up-to-date checks on the impact it is having on the children

The leadership and management of the early years provision

There are safe recruitment practices that include thorough organisational checks on the suitability of staff. The setting has an excellent display board which includes news, general information and statutory notices so parents and carers are kept fully informed. An adjacent table is always laid out with simple folders on registration policies and procedures next to its day-to-day registers.

The Early Years Foundation Stage children are regularly and systematically observed and photographic evidence is used very well to supplement assessment information about their progress and development. The manager is the key person for the children. She maintains more general records for all the older children, all of whom are assigned to a staff member. The needs of children with English as an additional language are very well met.

Administration is of a very high standard. The children and parents are regularly consulted on their views of provision. At present the setting is looking at how it can improve older boys' interest and engagement with much success. The needs of the small number of younger children are very fully met and the staff provide outstanding supervision. There are excellent opportunities for children to play and learn choosing from an excellent range of free-flow activities according to their interests. Both recommendations arising out of the last inspection have been fully met concerning healthy snack provision and improved resources.

The new setting manager has been in post since the start of the academic year and offers outstanding leadership. The setting is in a quality assurance partnership with the local authority and is working towards a quality mark. The Local Authority's Early Years adviser has invited other settings to visit and observe the impact and quality offered, reflecting the high standard of care and education provided. The setting has been assisted in shared evaluation through this partnership, but has yet to adopt a more systematic process for recording self-evaluation made by staff. The setting has an outstanding capacity to improve.

The quality and standards of the early years provision

The children have as a main area the school hall. This has been made particularly comfortable and attractive and offers an excellent range of activities and resources for the children through, for example, the use of play-mats and rugs, soft seating and cushions to support pleasurable reading and table-based activities including art, crafts and games. The curriculum is very well planned and ensures that children have full access to all six areas of learning over time. Physical development is supported very well both indoors and out-of-doors with some of the staff able to use coaching skills to maximise opportunities for the children to participate and develop their skills, and to enjoy their experiences. Learning through co-operation and engagement with older children is outstanding. One five-year-old was able to describe how a close friendship had developed with an older pupil who had recently left. The key person had photographed the two of them together as a reminder for the younger child, who had presented a card and small

present to his friend on leaving.

There is very well organised storage of a range of toys and equipment and children are encouraged to select and organise games and play activities, so enabling them to contribute to the work of the after school club. The young children are very confident in their surroundings and willingly participate in an excellent range of construction and vehicle play; writing and drawing; craft work; numeracy play and drama with glove-puppets. All staff talk to the children to stimulate interactions and enjoyment throughout the whole session. The children's behaviour is outstanding and children fully understand the agreed codes of conduct.

All children wash their hands before snack time. The younger children are given priority for snacks with some of the older children assisting them. The snacks include fresh fruit, individual tubs of fromage frais and wraps, which they assemble for themselves from a selection of ingredients. All children have access to water in beakers. They eat in an attractive and separate dining area which has lots of healthy food messages displayed. Children depart with a sense of being challenged through the quality of experiences provided and parents speak most positively about the range and quality of the club.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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