

# SCL - Club Energy

Inspection report for early years provision

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**Unique reference number** EY345794  
**Inspection date** 22/02/2011  
**Inspector** Hazel Farrant

**Setting address** Lightwater Playing Field Association, Lightwater Leisure Centre, Lightwater Country Park, The Avenue, LIGHTWATER, Surrey, GU18 5RG  
**Telephone number** 08456 445747  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

SCL Club Energy opened in 2006 and is one of 11 registered clubs owned by Soccer Coaching Limited. The playscheme operates from Lightwater Leisure Centre, in Lightwater, Surrey. Accommodation includes two sports halls, outdoor playing fields, and hard courts. Children attend the scheme from local schools. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

SCL Club Energy is registered on the Early Years Register and cares for a maximum of 70 children at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 70 children from four to twelve years on roll, of these 20 children are in the early years age group.

The playscheme runs during school holidays from Monday to Friday. Sessions are from 10am to 4pm, with wrap-around provision from 8.30am to 5.30pm. Children bring their own packed lunches and snacks. The playscheme is staffed according to numbers attending to ensure it meets the required ratios. Two members of staff are suitably qualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children relish attending the setting as they feel valued, listened too and secure through staff following comprehensive policies and procedures. In addition to this, staff have a very good understanding of all of the children's individual development and welfare needs. The setting is continuously improving outcomes for children that attend through evaluating the care that they offer, valuing children and parent's opinions. Overall, the needs of the children are met very well.

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

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

- ensure at least half of all staff hold a full and relevant level 2 qualification (Suitable people) 22/08/2011

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

- update the risk assessment with specific regard to the low electric sockets
- develop systems and documentation in order to promote an effective two-way flow of information and knowledge with other providers of the Early Years Foundation Stage, to help support and extend children's developmental

progress, learning experiences and current interests.

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

Staff have a good understanding of safeguarding and know what to do should they need to refer any concerns regarding children in their care. They understand the importance of recording any existing injuries to further secure children's safety. All staff have been appropriately vetted and are in receipt of a current Criminal Record Bureau check. Children's welfare is significantly well promoted by the staff team. Clearly understood procedures that staff consistently follow ensure that risks in the setting are effectively minimised. The staff team place a high emphasis on maintaining a secure and comfortable environment where children remain free from harm. However, not all low electric sockets in the dance studio had been made safe or inaccessible to children.

Parents are warmly welcomed into the setting. Staff work very closely with parents to ensure they can meet the children's individual needs by both collecting and sharing information with them which contributes to providing good outcomes for children. Staff speak to parents on a daily basis to ensure they are aware of the activities their children have enjoyed. Consequently, they can continue their children's learning at home through highlighted experiences. Staff ensure children develop an understanding of equality and diversity through planned activities and discussion. The staff have some experience of caring for children with special educational needs and/or disabilities. They are willing to liaise with other professionals to meet any specific requirements. Staff show an appropriate understanding of the benefits of sharing information with other practitioners where a child receives education and care in more than one setting. However, systems are not yet well established to ensure continuity and coherence.

Evaluation of practice on a regular basis is good as the staff team reflect on what has gone well in the sessions. The setting has worked closely with the local authority to produce an action plan of how they can further improve the provision. The recommendations have been successfully met from the last inspection, such as improvements to children's safety and documentation. Space is used well in the setting to provide a balanced range of activities that children enjoy immensely. A lovely range of resources are set out on tables and on the floor so that children have easy access. Staff are deployed effectively to provide children with good opportunities of choice and support throughout their time at the setting. Management have a clear vision of how they drive improvements which includes a rolling programme of training to enable staff to gain relevant qualifications. However, on the day of inspection the setting did not have a minimum of least half the staff trained to level 2 qualification. This is a legal requirement.

## **The quality and standards of the early years provision and outcomes for children**

The staff have a good understanding of the Early Years Foundation Stage. Their knowledge of the areas of learning enables them to provide appropriate activities to promote the six areas of learning. A system for recording observations has been introduced to ensure children's development is promoted well. Children are developing an understanding of responsible behaviour, as a consistent approach is employed. Positive role modelling by the staff and appropriate resources encourage children's growing knowledge of equal opportunities. They benefit from a flexible routine including a balance of child-centred and adult-led activities. Children clearly enjoy their time at the setting, they are confident and engaged in purposeful play, and as a result, children's behaviour is very good. They particularly enjoy the art and craft activities, for example when making collage pictures out of beads, feathers and sequins. Children's communication skills are appropriately fostered, resulting in competent speakers and listeners. Scoring when playing games and taking part in lotto games, nurtures children's mathematical thinking. Visits to the surrounding woodland nurtures children's understanding of the living world. They use information and communication technology to support their learning, for example when playing with electronic interactive games and using digital cameras. All of these skills ensure children develop skills for the future. Staff plan activities around children's current interests and they have a wide choice of physical play which includes football.

A focus is placed on activities that to help children develop their social and emotional skills. Activities are organised which focus on group games to provide children with opportunities to work together and form good relationships with each other. A 'welcome warm up' game ensures new children to the setting feel valued and included. Children are welcomed into clean and well-kept premises where they have ample space to play. They are kept secure through good procedures for entry to the building. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. Children regularly practice the emergency evacuation so that they know what to do in a real emergency. The flexible routine incorporates time for quiet play and rest, enhancing children's well-being. Children are encouraged to enjoy generally healthy meals and snacks. They have access to water throughout the day to ensure they keep hydrated; children are reminded to drink water particularly when they have been playing physical games. They are beginning to understand simple health and hygiene practices, for instance generally washing their hands before eating, and after using the toilet. Children do not attend if they are sick which enables the staff to protect others from illness. Relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 22/08/2011