

St Michael's After School Centre and Holiday Playcentre

St. Michaels CE Primary School, Granville Road, LONDON, SW18 5SQ

Inspection date	19/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children participate in an excellent variety of activities that promote all areas of learning which complement their studies at school.
- Children are extremely well behaved; they show strong relationships with one another and staff, creating a calm family atmosphere where they can relax after school.
- Excellent partnerships have been established between the staff, parents and the schools that children attend. This ensures that communication is highly effective in promoting the well-being of all children.
- Staff actively seek the views of children and parents and use this information to aid future planning and shape the service they provide.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- All details held about the provision were checked prior to the visit.
- The majority of the inspection was spent with children in the small hall, observing their play and staff practice.
- The inspector sampled children's information and development records.
- On-going discussion and joint observation took place with the staff throughout the inspection. Safeguarding was discussed and the policy was sampled.
- Views regarding the quality of the service were gathered during the inspection, through discussion with parents and the school deputy headteacher and through observation of parents' questionnaires and suggestion books.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

St. Michael's After School and Playcentre registered at this location in 2012. It is one of a chain of out-of-school provisions run by Wandsworth Borough Council Play Services. It

was previously opened in 2005, located at the Riversdale Primary School. The provision operates from the main school hall, small hall and various areas and classrooms of St. Michael's Church of England School. Children also have access to the school playground. The setting is situated in Wandsworth town hall area of the London Borough of Wandsworth, close to shops and public transport links. It is open each weekday from 3.30pm to 6pm during school term times and all day during various school holidays. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll, of these 10 are in the early years age range. A team of five members of staff work with the children, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to closely observe and handle a wider range of objects and materials that further develop their understanding of the world.

Inspection judgements

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

Children are extremely happy and settled as the staff are well organised and provide an excellent range of activities that promote all areas of learning. High regard is shown to planning activities that meet the needs of the various age ranges of children who attend. Staff planning covers four key areas. These include free play where children follow their own interests and choose from a good range of toys, books and drawing materials during indoor and outside play activities. The three other areas of planning relate to adult-led activities, aimed at helping children to learn about cultures and beliefs, their personal, social and health education and topic themed art and craft activities. Staff make observations of children's progress and link these to the areas of learning. They identify children's learning priorities and create individualised planning for all children in the early years age range. Overall, the very well organised methods of assessment and planning ensure that children participate in an excellent educational programme, which complements their learning at school.

Children delight in developing their skills in expressive arts and design. They draw representational pictures of people and make 'people' figures using lolly sticks and other

materials. They learn about design and pattern as they weave with paper. Children play imaginatively as they pretend that the construction set are items in their shop. They show an understanding of the world in which they live as they discuss with staff how much things cost. Children have excellent opportunities to develop their physical skills. For example, they use a range of exciting wheeled toys in the outside play area such as skateboards, bikes and scooters. They also participate in a variety of sports and group games; this enables them to develop their physical coordination as they run around and control balls. Children develop their mathematical skills as they play group table top games with staff, where they roll the dice and match the geometrical shapes. They show perseverance as they solve problems while making intrinsic models with construction sets; as a result they are pleased with their own achievements. Children's understanding of the world is enhanced as they participate in projects, such as photography, where they take photographs that are then displayed. However children have fewer opportunities to handle and observe objects and materials to further extend their understanding about the world during indoor play. They learn about cultures and beliefs through planned activities, for example, they are currently learning about people who are positive role models in black history month. Children enjoy using books for pleasure. They use books independently and listen extremely well to stories read by staff. They join in, show a clear awareness of the story line, and discuss the book with enthusiasm with staff. Children are confident speakers; they freely engage in conversations with one another and staff. They talk about what they have done at school that day and use language for reasoning, such as talking about the rules of their game.

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

The key person system is effective, as designated staff help children settle, and liaise daily with parents. Children show an extremely strong sense of belonging as they greet and say goodbye to each other and staff. They play cooperatively during imaginative role play games and take turns while playing group games. Children behave exceptionally well and show a clear understanding of expectations. They line up to wash their hands and willingly help to tidy away toys after use. Children develop significant independence skills as they make choices during play from a good variety of interesting resources. They develop their personal self-care skills as they make choices and serve their own foods at mealtimes. They learn about healthy eating as they participate in cooking activities such as making fresh fruit salads and 'smoothies'. They also benefit from a healthy balanced diet of freshly prepared snacks after school. This includes fresh fruit, salad or vegetables daily, promoting children's healthy eating habits. Children's social skills are enhanced as they make friends with children from a variety of schools who attend the club. In addition, children of various ages play extremely well together; for example, older children read stories to younger children. This creates a family atmosphere. In addition, children enjoy relaxed mealtimes where they sit in small groups and discuss the events of the day. Children's individual dietary needs are known and respected and staff show high regard to ensuring that children who have specific dietary needs are catered for.

Children's personal, social and emotional skills are enhanced as they participate in activities about keeping safe, including road safety. Their learning is further supported by visits from the local police. Children also learn about topics such as bullying, feelings, behaviour and self-care through group time activities. They also learn about safety as they participate in regular fire evacuation drills so that they know what to do in an emergency. They wear safety helmets while using wheeled toys in the outside play area, further enhancing their awareness of the importance of safety. Excellent systems are in place to promote security. Staff all wear local authority sweatshirt and identity badges so that they are easily visible to children and parents at all times.

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

Staff show high regard to safeguarding children and promoting their welfare. They have attended relevant training so that they are sure what to do if they have any concerns regarding children's welfare. In addition, relevant policies and procedures are easily accessible, which promote children's welfare. Robust systems of vetting, induction and appraisal led by the local authority ensure that the suitability of staff to work with children is constantly monitored. Staff use documentation accurately to record all details of the children in their care; this helps to safeguard children's welfare. High regard is given to promoting equality through well planned activities that help children learn about the diverse community in which they live. Staff cater extremely well for children's individual needs.

Partnerships are excellent. Staff hold regular meetings with the school staff to ensure information is shared effectively. The after school club staff and the school management team have close links with the other schools. This means that together they establish an excellent flow of information sharing to promote children's welfare and development. High regard is given to self-evaluation. Staff show a clear awareness of their strengths and areas that they plan to improve. They actively seek parents' and children's views and use this information effectively to aid planning or to make improvements, such as obtaining new resources. Parents spoken to during the inspection stated that their children are very happy at the setting. They report that staff are friendly and tell parents about the events of the day when they collect their children. Parents also report that their children are safe, well occupied and always have enough to eat. Staff also provide newsletters and hold parents meetings. Overall, parents are kept well informed about their children's progress and all aspects of the service.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY446263
Local authority	Wandsworth
Inspection number	795432
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	50
Name of provider	Wandsworth Borough Council
Date of previous inspection	Not applicable
Telephone number	07920 700 716

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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 that are usually their 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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