

Lyndhurst After School Club

Inspection report for early years provision

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Inspection date 19/11/2010
Inspector Victoria Turner

Setting address Lyndhurst Primary School, Grove Lane, London,
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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

Lyndhurst After School Club has been registered since May 2003. The club operates from the self-contained dining room in Lyndhurst Primary School. There is an additional classroom if needed for specialist activities and the large school hall. The club is situated in the Camberwell area in the London borough of Southwark. A maximum of 30 children may attend the after school club at any one time, and a maximum of 100 children may attend the holiday play scheme at any one time. The after school club is open each week day from 3.30pm to 6pm during term time. The holiday play scheme is occasionally open during school holidays from 8am to 6pm. All children share access to the enclosed outdoor play area playground. There are currently 44 children aged from five to under eight years on roll. There were no children in the early years age group present at the time of the inspection. Children aged up to 11 years also attend. The club serves the local area and children from other local primary schools are able to attend. There is a core team of three full time staff and a manager. Of these all hold appropriate qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Effective systems are in place to safeguard children's welfare in a safe and secure environment.. Staff work closely with the school, parents and other clubs to ensure children have the opportunity for continuous support. The manager and staff are keen to improve the club, but do not have a clear view of priorities for improvement to make it even better. Some resources are limited and the organisation of activities does not always include sufficient variety for children in the early years age range. All recommendations from the previous inspection have been adequately addressed.

What steps need to be taken to improve provision further?

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

- ensure that discussions with school staff include information about children's learning and development to enhance planning of activities for children in the Early Years Foundation Stage age group.
- develop a more rigorous system of self-evaluation to enable the setting to monitor and evaluate the quality of the provision and gain a clearer view of its strengths and priorities for improvement
- develop resources for role-play and dressing-up activities to help develop children's skills in communication language and literacy
- further develop information and communication technology resources.

The effectiveness of leadership and management of the early years provision

Good procedures are in place to ensure that all adults are suitable to work with children. Staff are up to date with training and understand procedures to be followed should they have concerns about a child. A recently developed child protection policy and other required policies are in place to ensure the safe and efficient running of the setting. Risk assessments are conducted for outings and daily activities which help minimise potential hazards. The premises are secure and children are signed in and out of the setting. All accidents are recorded, signed and copies given to parents. The manager is aiming for better accommodation which will enable them to take on more children and provide a quiet room for the children to relax. Effective teamwork ensures the smooth running of the club. The setting is committed to staff development and staff are encouraged to update their training and improve their skills. Annual staff appraisals ensure that staff receive appropriate training to help improve outcomes for the children. Three members of staff are trained in first aid and ensure that accident records are well maintained. The manager and staff seek ways to improve the setting, but do not demonstrate a clear understanding of priorities needed for improvement. Discussions with staff do not always focus sufficiently upon the needs of the Early Years Foundation Stage children for example. Some positive changes include more opportunities for children to make suggestions about the running of the club. The setting has formed stronger links with the school which enables them to develop greater awareness of children's individual needs. All recommendations from the previous inspection have been adequately addressed.

Space is adequately used and staff are well deployed. Resources are fit for purpose and accessible to all. The setting provides an inclusive environment which promotes diversity and integration. Staff plan and provide a range of experiences to promote understanding of differences, such as cooking and tasting foods from different cultures, and activities on Black History month.

Good relationships with the school means that the club has access to the playground, the Astro-turf, and two school halls when available. The staff meet with staff from other after-school clubs for training and to share good practice. Fun day in the summer term is attended by children from Lyndhurst After School Club and other after-school clubs. Parents are happy with the provision and comment that the adults are 'really great and play with the kids', 'the children love them', staff 'are patient and supportive,' and the Parents are kept well informed through newsletters, by telephone and daily verbal communication. Parents' views are sought through questionnaires.

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

Staff are enthusiastic, committed and demonstrate an ability to interact well with children creating a welcoming atmosphere. There is a Key Worker system in place for children in the early years age group. This ensures that staff are able to

identify their welfare needs and conduct observations. These are recorded in the Southwark Early Years Foundation Stage Child Profiles. The setting receives reports on individual children from the Reception teachers at the beginning and the end of each term, however the range of activities proposed to support children's learning and development are limited. There are procedures for safe emergency evacuation of the building and opportunities for children to learn about road safety, stranger danger and railway safety. Healthy choices of fruit are provided at snack time and there is access to the outdoors where free play, football and various team games are available. Keep-fit classes and dance including street dancing are available. Opportunities for children to prepare healthy recipes which they can try out during their cooking activities are also provided.

Good relationships with adults are encouraged and there are good behaviour management strategies in place. Staff organise the setting to enable children to help make up the rules and understand that there are boundaries. This involves rewards on the star chart for children's good behaviour, kindness and for helping each other. Staff organise routines to allow children responsibilities such as serving the snacks, tidying up and washing up. The club has a children's committee which finds out what equipment and resources children would like for the club and contributes to the ordering process. The committee raises funds to buy equipment for the club and support Red Nose Day. Adults routinely promote speaking and listening skills. However, opportunities for developing communication, language and literacy are limited as there are no dressing-up or role play resources. Number puzzles, board games, cooking activities and counting games support the development of skills in problem-solving and numeracy. There are limited resources for developing information and communication technology. There are opportunities to develop knowledge and understanding of the world through visits to the park and an annual showcase of dance, singing and drama.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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