

Victory House Playscheme

Inspection report for early years provision

Unique reference number EY358902
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Inspector Tom Radcliffe

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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

The Victory House Playscheme out of school club was registered in 2007. It is situated on a residential road in the London borough of Southwark and operates from a hall in church premises. There is no outdoor play area attached to the premises, but children have access to the playground situated across the road. A maximum of 40 children aged four to eight years may attend the setting at any one time. The out of school club is open each weekday from 08:00 to 09:00 and 15:00 to 18:00 during school term time and from 08:00 to 18:00 during the school holidays.

There are currently three children attending who are in the early years age group. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The provision employs two members of staff, both hold appropriate early years qualifications. Volunteers who also work in the setting hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting ensures that it has an understanding of the individual needs of each child which enables it to give welfare and learning needs sufficient attention. Children access a range of interesting learning experiences in a safe and secure environment where they can be independent and exercise choice. The setting has an improved partnership with parents since the last inspection which enables children to make satisfactory progress given their starting points, age and ability. The provider is using self-evaluation to enhance all levels of provision which has resulted in improvements since the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop educational programmes to ensure that children make expected progress towards early learning goals.

The leadership and management of the early years provision

The provider has updated all policies and procedures and made them available to all users of the setting which helps to ensure that the play scheme is managed safely, efficiently and in the interests of parents and children. Staff show an understanding of all relevant procedures and implement them consistently and effectively. Children are well supported by caring staff and are safeguarded at all times. The manager ensures that staff receive appropriate training to ensure that

their skills are of a required standard. The play environment is maintained safely for the children as regular risk assessments identify and reduce hazards, for example, as they play indoors or walk to a local park. Children are given an understanding of their own health and safety as they play in the setting and have conversations with each other children and with adults. As a result children show an understanding of healthy eating, personal hygiene and the benefits of exercise. The setting's effective policies for when children are ill or have accidents ensures that children's health and well-being is promoted.

The provider and manager use processes of self-evaluation to identify areas within the setting that require improvement and then set targets to bring about necessary change. As a result there have been improvements in how staff challenge and question children and in the inclusive practice within the setting. The manager is now starting to build on this progress in order to ensure that the needs of all children continue to be met and improved outcomes for children will be achieved. The setting has a satisfactory understanding of the Early Years Foundation Stage (EYFS) and of how young children learn, as a result it is beginning to effectively deliver the EYFS based on improved methods of planning and assessing children's learning experiences.

The setting has developed a satisfactory partnership with parents and schools. The provider ensures that parents have access to all appropriate information about the setting and that parents provide the setting with relevant details so that its practice can be arranged to meet children's individual needs. Parents are made to feel very welcome in the setting and staff meet them both formally and informally to allow them to gain an understanding of how their children are developing and how they spend their time when in the setting. The manager has established effective links with local schools to ensure that children's learning and development are promoted in the holiday play scheme.

The quality and standards of the early years provision

Children make satisfactory progress in the setting and are able to independently access a wide range of play and learning opportunities. The setting accurately establishes the starting points for each child and uses careful observations on children to gain an understanding of the progress that they make and what future learning intentions should be. The setting is starting to develop written development records to help inform its practice and to share with parents and, where appropriate, schools. The manager ensures that all planned activities are interesting for children and offers them the opportunity to develop in all areas while promoting their own choice and lead. The improved planning and assessment processes in use within the setting are having a positive impact on the progress that children are starting to make. However, the setting has not yet sufficiently developed educational programmes to support children's progress towards early learning goals. Staff skilfully support children as they have free choice and also provide adult-led activities which children respond to positively. The atmosphere within the setting is calm and purposeful as children share books, listen to music or use messy play or role play equipment. The large play room is arranged to reflect all areas of learning, which promotes free flow and gives adults

opportunities to encourage children to develop their all-round skills and abilities. Children have access to resources which are age and developmentally appropriate and they enjoy playing with each other and interacting with adults. The relationships within the setting are good and the behaviour management strategies are very effective. Children of all ages mix readily within the play areas and all join in when there are whole group activities such as at snack and circle time and when listening to visiting speakers. Staff are positive role models who consistently apply rules that have been devised by children within the setting. Children manage their own behaviour and offer help and support to each other as they spend time playing in the setting.

The setting's use of the EYFS offers children appropriate learning opportunities. The language development of all children is satisfactory as they access mark making equipment, have a range of experiences with books, labels and other written materials and take part in conversations with adults and each other. Staff use every opportunity to develop children's spoken language as they play and the conversations during social activities, for example at snack time, are particularly worthwhile. Children's physical development is catered for with a range of equipment and all children enjoy using local facilities for outdoor play. Children have access to computers and everyday technology and play with musical instruments, listen to music and take part in singing. The children are also given many opportunities to understand the diverse nature of their community and their mathematical understanding is developed through practical experiences and planned activities. When children made breads from around the world they gained an understanding of quantities and measurements.

The welfare of children is promoted satisfactorily by the setting. Children are always safe and secure and are safeguarded as they play with a range of resources, show independence and undertake planned activities. Children's individuality is promoted by the setting as they learn about their world and gain a growing sense of their own health and safety. Children are very settled in the setting and show high standards of behaviour and respect for each other and adults.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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