

Oakden

Archbishop Sumners C of E Primary School, Reedworth Street, LONDON, SE11 4PH

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Overall, children enjoy a good balance of indoor and outside activities which promote all areas of learning effectively.
- Children have good relationships with staff and each other, promoting a relaxed family atmosphere.
- Partnerships with parents are strong as good methods of communication are in place.
- Children benefit from a well organised learning environment where high emphasis is placed on children following their own interests during play.

It is not yet outstanding because

- Children do not always have opportunities to fully enhance their literacy skills when outdoors.

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

- The inspector observed activities in the rooms used by the club and outside play area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook joint observations with staff and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.

Inspector

Josephine Geoghegan

Full Report

Information about the setting

Oakden Out of School Club was registered in 2013. The setting is owned by an individual provider. It operates from classrooms within Archbishop Sumners Primary School, in the London Borough of Lambeth. The setting has use of three classrooms, the hall and an enclosed outdoor play area. It is open from 3.30pm to 6pm from Monday to Friday during term time, and from 8.30am to 5.30pm during the school holidays. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four staff who work at the setting who all have relevant childcare qualifications. There are currently 42 children on roll who attend a variety of sessions.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to provide opportunities and resources for early writing and early reading skills.

Inspection judgements

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

Staff provide a very well equipped and organised learning environment in which children can move freely and follow their interests during play. Staff devise activity plans with children and use topic based themes to create a focus for their interests, such as learning about 'healthy living'. Children enjoy the activities available which include a good range of free-play activities both indoors and outside, along with adult-led activities such as games, sports, cooking, home work club and creative activities. Staff know the children well and show high regard to encouraging children's individual creativity. For example, when a small group of children want to perform their own dance and gymnastic movements show that they have organised, staff become the audience and give children lots of praise for their efforts and enthusiasm. Staff also provide workshop style art stations so that children can choose from a vast range of art materials to design and make things. This enables them to develop their free creative expression effectively.

Children's awareness of technology is greatly enhanced because staff offer support while they are using the computers. Staff ask questions that make children think about how they can make things work, giving hints and tips without too much direction. This enables children to learn how to use the computer through their own experiences. Children of all ages play well together. They enjoy role play in the home corner, enabling them to re-

enact real life experiences. Children use a broad variety of puzzles, games and construction sets to develop their mathematical skills. They successfully sort objects into different categories and match them to base cards. Older children develop their problem solving skills as they build tall towers with construction sets. They take turns and count appropriately while playing board games. Children enjoy drawing representational pictures of people and clearly write their names on their drawings. Children relax and enjoy using books independently, developing their early reading skills. However, children have fewer opportunities to develop these literacy skills during outside play.

Children show confidence and physical control as they use a broad range of outside play equipment independently. Staff give children lots of praise when they master the use of two wheeled bikes and swing across the bars of the climbing frame. Children also build and construct while using giant construction sets. Children's progress is monitored well through the use of learning records. For example, children add samples of their art work and drawings and staff add written observations and photos which they link to the areas of learning. Staff identify children's learning needs and use this information to aid planning. They also talk to children about their interests, ideas and encourage children to become independent learners. As a result, children are happy, settled and interested to learn.

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

An effective key person system supports all children. Each child has their key person who helps them settle into the out of school club. Children have good relationships with staff and each other. For example, children laugh and joke with staff during play and keenly show staff their achievements. All staff work at the school and know the children well. They fully encourage children to explore their learning environment, enabling children to transport toys and resources and follow their own interests effectively. Staff actively talk to children about moving on to a new class within the school to help prepare them for this change in their lives. Children develop their social skills during group snack times and they play well together, promoting a family atmosphere. In addition, children respond well to the daily routines and help to tidy away toys after use. They take turns during play and show consideration for others. Children show a strong sense of belonging as they make a point of saying good-bye to each other and to staff when they go home. Children learn about safety while participating in fire drills; this ensures that they know what to do in an emergency.

Staff provide a well balanced menu of healthy snacks and light meals after school. Children's dietary needs are known and respected. Staff display the weekly menus and a daily menu with words and photos. Children participate in weekly cooking activities so that they can learn about healthy eating effectively. They have good opportunities to gain regular exercise and fresh air during outside play and during sports and dance activities.

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

Effective systems of leadership and management are in place which promote children's welfare. Good safeguarding procedures are in place and staff have attended training so that they are able to take prompt action if they have any safeguarding concerns. All required documentation is in place, providing a clear track record of the attendance of children, staff and visitors. Staff record children's accidents and information is shared with parents. Staff show high regard to promoting children's safety. They conduct regular risk assessments to help reduce the risks of any hazards to children. In addition children's safety is further enhanced as they participate in regular evacuation drills so that they know what to do in an emergency. Staff successfully implement a broad range of policies and procedures into their practice which promote children's safety and well-being. Good systems are in place to monitor the on-going suitability of staff. This includes appropriate recruitment and vetting procedures along with effective performance management. The manager observes staff during activities and uses this as a base for their supervision discussions. This ensures a partnership approach to the performance management of staff and identifying their strengths and individual training needs.

Staff use a variety of methods to evaluate the quality of their service. They seek views from parents and children and hold regular meetings to discuss and evaluate all aspects of their service and make future plans. The manager monitors the educational programme effectively so that the range of activities reflects the needs of the children attending. Children use a broad range of good quality resources that promote all areas of learning. As a result, they are happy and purposefully engaged in play.

Good systems are in place to liaise with parents to ensure any additional needs that children have are met effectively. Staff show high regard to promoting inclusion by providing extra staff to support children with additional needs. Partnerships are already established as all staff currently work at the school during the day, therefore they share information with other staff as needed with ease. Parents spoken to during the inspection reported that their children are very happy at the setting. Parents explain that the staff are 'brilliant' and that staff share lots of information about what their children have been doing that day, along with any messages from the school. Parents state that their children enjoy the activities and 'they love it at the club' and have good relationships with staff.

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
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 action. 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	EY455388
Local authority	Lambeth
Inspection number	900174
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	42
Name of provider	Delores Modupe Beckley
Date of previous inspection	not applicable
Telephone number	0207 7352781

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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, which are usually the childminder's 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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