

# Burdett Coutts Out Of School Group & Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	135019
<b>Inspection date</b>	01/12/2009
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<b>Type of setting</b>	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**

Burdett Coutts Out of School Group & Holiday Playscheme provide a breakfast club, after school club and holiday playscheme, it opened in 1995. It operates from the ground floor school hall at Burdett Coutts Church of England Primary School in Westminster. The provision serves families of children attending the school. There are currently 97 children aged four to 11 on roll. Eleven of these are in the Early Years Foundation Stage. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens five days a week throughout the year. Sessions are from 8.00am until 9.00am and 3.30pm until 6.00pm during term times and during the school holidays, sessions are from 8.00am until 6.00pm. The setting employs nine members of staff. Qualifications range from Playworker Level 2/3, BTEC National Care Level 2/3, LSA NVQ 2, Higher Level Teaching Assistant, BA QTS Hons and first year BA in Early Childhood Studies. The group also uses the skills of a football coach for one session each week. The setting registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in April 2009. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a good setting, where children play, learn and have fun in a safe, caring environment. Excellent relationships with parents and external services mean that children's individual needs are well met. Children enjoy their time at the club and make good progress particularly in their personal, social and emotional development. The self-evaluation process, although not always formally documented, has enabled the setting to build on their strengths and identify areas for improvement. The recommendation from the last inspection has been addressed. The capacity to improve is good.

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

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

- further develop systems for sharing of information to enable parents to contribute to their children's learning and development in the Early Years Foundation Stage
- develop a more formalised written self-evaluation document.

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

The managers provide strong leadership and have a clear vision for the setting. Self-evaluation involving all members of staff is evident and clearly demonstrates strengths and areas for improvement. However, this is not yet formalised. The recommendation from the last inspection has been addressed and complaints procedures have been updated. The premises are well secured with an intercom system at the entrance. Visitors' identity is checked before allowing access into the building. Effective policies are in place to safeguard children. Safer recruitment procedures and thorough vetting ensure that the staff are suitable for working with children. Daily health and safety checks are conducted to minimise potential dangers. The staff take effective measures to prevent disease and minimise the spread of infection. The setting is well resourced with good quality resources which are accessible to all children and meet safety standards. There are bats, tennis rackets, furniture and climbing frames of different sizes. Staff are deployed so that children are well supervised at all times indoors and outdoors.

The setting works closely with a range of external agencies to ensure that children receive the support that they need to make progress. A wide collection of multicultural resources such as dolls of different ethnic origins and dual language books along with the celebration of various festivals contribute to the children's understanding of diversity. Disabled dolls and the 'Why am I Different?' book series, help children learn about differences.

The setting works exceptionally well with the school with daily exchange of information and good liaison with the school's special educational needs and disabilities co-ordinator. They have established excellent partnerships with a range of external services such as speech and language therapists, social services, the home school liaison officer and the family group. The setting participates in initiatives and celebrations relating to both local and national issues and specific childcare projects publicised by '4 children'. Staff mentor other out of school settings and engage in informal discussions with other settings. The setting works particularly well with parents with a high parental involvement. Parents support the setting with resources such as paper, fabric and materials for junk modelling and support children with learning new skills. The open-door policy means that parents can come to the setting and discuss their concerns. They are very well informed through newsletters and a column in the school's newsletters. Parents say that 'the club is brilliant' the staff are 'very helpful and very understanding', 'the children really have a good time here' and 'they learn a lot from each other'. The suggestion box offers parents the opportunity to make suggestions anonymously. A complaints procedure is in place should they wish to make a complaint.

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

The learning environment is spacious allowing for a wide range of activities. Children happily engage in free play and make choices from a range of interesting

activities. They make good progress especially in personal, social and emotional development. The key people liaise with the class teachers who share information about the children. The reception class planning is shared with the setting. The setting then plans activities linked to the school's topics which compliments their learning. Key people observe and assess the children. Observations and photographic evidence are recorded in the children's profiles. The profiles are shared with the school and the school have the opportunity to contribute to the children's profiles on a daily basis. This is in its early stages and parents have not yet had the opportunity to contribute to the profiles. Children enjoy their time at the club because 'you can go outside and do what you want', 'It's nice because you get to make things' and 'it's quite fun!'.

Children know that they are not allowed to open the doors to anyone and do not speak to people through the fence. They know where to line up when there is a fire drill. They stay in the hall and are not allowed to wander around the school once they come to the club. They learn about road safety and how to keep themselves safe on trips.

Children are encouraged to eat healthily and make healthy choices from fruit and vegetables at snack time. They learn about personal hygiene and wash their hands before food, after outdoor play and after using the toilet. Anti-bacterial sanitizers help prevent the spread of infection. The setting has access to the school's playground, and the reception playground and equipment, so children engage in daily physical outdoor play. There are opportunities to play football, table tennis, basket ball, ballet and yoga. The Keep Fit video for children ensures active physical activity indoors when children cannot go outside because of bad weather.

The club's council have a voice in the running of the setting. They make suggestions about what resources they would like and places they would like to visit. Relationships are good and children confidently talk and play with the adults who really care about them. Children are particularly well behaved because the adults manage them well. They are encouraged to make the right choices and are rewarded for good behaviour. Children support each other and the older children take responsibility for looking after the younger ones. They also look after children who are new to the setting. Children help set up the activities, prepare vegetables at snack time and tidy up at the end of the day. They understand that people are different, and are accepting and supportive of children who are different from themselves. Children make a positive contribution to the community by donating food to the sheltered home nearby at harvest time.

Children develop a sense of community and develop good social and communication skills. They have an understanding of the world beyond where they live. They learn about different countries and cultures and celebrate various festivals. A group of four children in the role play area set up a shop and a food hall. There are opportunities for developing children's knowledge and understanding of the world in the outdoors. Children have planted bulbs and vegetables in the garden. The pond is a good resource for learning about life cycles and pond life. The children have access to the school's computer suite where they choose from a wide range of educational software to support their learning in all areas. They develop mouse control, keyboard skills and the older

children research topics. The setting has a CD player, a television, a DVD player and an interactive white board. Numerous visitors to the setting such as the 'Reptile man' with his snakes and lizards, the 'Bird man' with his owls, magicians and the Mozart players have enriched the children's learning experiences. Children visit London zoo, Battersea Park zoo and Wimbledon Theatre.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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: Met

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