



## Little Diamonds O.S.C. (Venner Road)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318886
<b>Inspection date</b>	19 March 2007
<b>Inspector</b>	Silvia Richardson
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<b>Registered person</b>	Anthony Michael Mensah
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Little Diamonds Out of School Club was registered in 2005. It is one of two active out of school clubs run by an individual provider in the London borough of Lewisham. It operates from a hall which is part of a community premises and used by a range of groups throughout the week. Little Diamonds has sole use of the premises during its hours of operation. They have additional use of side room and there is a fully enclosed area for outside play, accessed directly from the main hall. The group opens from 07:30 to 08:30 and 15:30 to 18:00 Monday to Friday during term-time and 07:30 to 18:00 during school holidays.

Little Diamonds is registered to provide care for no more than 30 children aged from four to under eight at any one time. Currently there are 42 children on roll. The group supports children with learning difficulties although there are none on role at present. There are four full-time staff and two part-time staff working with the children. At least half the staff including the manager, hold appropriate qualifications to level 2 or 3. The children are escorted to and from

local schools to the group in one of two minibuses owned by the provider. The group receives training and support services from Lewisham early years.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is promoted in the setting through some good hygiene practices, especially while food is being prepared. Children select from a range of healthy options, and choices include salad vegetables and fresh fruit. Details are kept of children's dietary requirements and adults are careful not to provide any foods that trigger allergic reactions, protecting children's health. Arrangements for tea allow for children to say what they would like and to sit with their friends, promoting some independence and social skills. Children know which foods are good for them and those which are less beneficial, including drinks with reduced sugar. However their knowledge and understanding is not actively promoted, because adults don't always talk about these with children during the tea time session.

Children are encouraged to go and wash their hands before tea to promote their health. However, because suitable soap and paper towels are not always available, they are not practising good personal hygiene habits. Children shuffle into the bathroom quickly, place their hands under water and often leave the taps running, because they are not appropriately supervised to help them develop suitable routines. Children have access to an outside area and participate in some organised indoor games, providing some good opportunities to be active in the setting. Children's records are kept on the premises and details of any accidents that may occur are completed and shared with parents, promoting children's welfare.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children generally move around the setting safely, because adults supervise children reasonably well. Children understand the importance of not running or pushing to avoid accidents, but when not directly supervised, such as using the bathroom, the risk of accidents is increased. Adults are more vigilant while children are playing, so that they stay safe. Children understand rules for safe play and know how they should use equipment appropriately, because adults spend time talking to children, developing their awareness. Some good measures are in place, such as protective covers on electric sockets and heaters, helping to keep children safe in the setting.

Children practise fire drills twice termly, so that they know what to do and how to stay safe, in the event of emergency evacuation of the premises. Children are kept safe and protected should safe guarding concerns arise, because adults are appropriately trained and know how to respond should child protection concerns arise. The premises and facilities are well maintained and equipment available to the children is in a safe and suitable condition. Risk assessments help to identify and deal with any potential hazards, keeping children safe. The provision is secure, protecting children from unauthorised entry.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settled, because they have a good range of activities, keeping them purposefully and constructively occupied. Children enjoy art activities with a specialist teacher, encouraging them to explore textures and try out different art techniques. Children participate in range of creative activities, such as knitting and crochet, developing a real sense of accomplishment, because an adult sits with the children, supporting and developing their confidence. Children sit together in small groups and choose from a variety of box and board games, encouraging them to play co-operatively, share and take turns. Popular activities, such as ball table games, are appropriately supervised, so that children learn how to use a cue safely and become aware of the movements of others while they are playing.

Children especially enjoy make-believe play and engage for lengthy periods in spontaneously play and activity with their friends. Children are very good at organising themselves into different roles and arrange furniture and equipment to extend their play and ideas. Children's imaginary play experiences are hindered though, by a lack of age appropriate resources including stationery, so there are few real challenges or opportunities to develop skills. Adults query children when they take other materials, such as felt pens and paper to the role-play area, reducing their confidence and ability to play spontaneously. Children enjoy a well balanced routine, that includes drinks and snacks, active and free-play times, promoting their welfare and well-being.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children generally play well in the setting, because they have clear guidelines for acceptable behaviour. Adults praise children, reinforcing desired behaviour and encouraging them to play co-operatively. Children are generally treated fairly and helped to resolve any conflict in a calm and constructive manner, helping them develop social skills. Children are helped to settle and play purposefully, because the routine is seamless, so children always have something to do. For the most part, children's individual needs are met, because adults request written information from parents and carers. However, adults are not proactive in updating information, through talking to parents and asking questions about any changes. Relationships with parents and carers are generally positive but with some weaknesses in a partnership approach to children's care and welfare.

Adults spend time sitting and playing with children, helping them to get to know them. Children enjoy some conversation with adults available to them, although those choosing to play by themselves, receive less attention. Adults know less about these children, such as a child being predominantly left handed or speaking an additional language at home, so their needs are not being effectively addressed. Children have some good opportunities to learn about different religious and cultural festivals through a range of activities. Some resources reflective diversity and positive images of differences, helping children to develop a positive identity. The groups strengths are in the staff team, providing good role-models for children in both race and gender.

## **Organisation**

The organisation is satisfactory.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive appropriate levels of help and support. Records, policies and procedures are in place, kept securely and available each session, ensuring the safe and efficient management of the setting. Registers are especially well recorded, so that all children are accounted for, including the times they are in the care of the provider. Arrangements for the collection of children from several different schools, are efficiently managed, following safe practices and procedures. Arrangements for drinks and snacks are also well managed, promoting children's welfare.

Adults are well deployed to supervise groups of children, so that they receive plenty of attention when playing. Children playing away from groups and often by themselves are happy and settled, but receive less individual attention, because adults are not proactive in engaging these children in some discussion about their activity. Play materials are well organised, sorted into sets and easily accessible, so that adults can select items as required and when requested by the children. A range of resources and activities are well set out, so that children have variety and choice. Arrangements ensure there is plenty of free space for movement and areas do not become overcrowded. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection the provider has developed and implemented an action plan, setting out how supervisors will obtain a level 3 qualification and detailing how at least half of all childcare staff will become qualified. This has now been achieved, so that the setting is managed by a fully qualified person and staff working with children are appropriately trained. The provider has improved their knowledge and understanding of the requirements set out in regulations and has set in place a procedure to notify Ofsted of relevant matters. The provider is also ensuring that staff have direct access to relevant documentation, fully supporting the health and welfare of the children.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote good hand washing routines and develop children's knowledge of healthy eating
- minimise risk of accident in the bathroom through closer supervision
- extend the range of resources available for role-play, ensuring these are age appropriate and provide sufficient challenges
- develop partnerships with parents and carers, ensuring all relevant information about children's individual needs is obtained and used effectively, to promote children's welfare and development

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)