

Wells Primary School Out of School Club

Inspection report for early years provision

Unique Reference Number	EY340832
Inspection date	10 September 2007
Inspector	Shaheen Belai
Setting Address	Wells Primary School, Barclay Oval, WOODFORD GREEN, Essex, IG8 0PP
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Registered person	Forest YMCA of East London Family and Childcare
Type of inspection	Childcare
Type of care	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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Wells Primary School out of school club registered in 2007 and is operated by the Forest YMCA organisation. The setting is situated within the London borough of Redbridge and provides after-school care for children only attending Wells Primary School. Children have the use of the dining hall, main hall, toilets and outdoor school playground.

The provision is registered to look after a maximum of 16 children aged from four years to under eight years at any one time. There are currently 19 children on roll. The provision operates only during school term-time between the hours of 14:45 to 17:30 for after school care.

The provision currently employs three staff and this includes the manager. Of the staff team, all three hold an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where they learn the importance of good hygiene practices and personal care. For example, children know the importance of washing hands before assisting to prepare snacks and the importance of washing hands after returning from outdoor play, as this reduces the risk of germs spreading. Effective daily routines and staff's own good practices prevent the spread of infection. For example fresh fruit and vegetables are washed prior to children handling these and the prompt clearing away of food debris from the floor.

Staff are trained in current first aid practice and demonstrate a good understanding of the procedure to follow should a child become unwell or have an accident. Though accidents are recorded thoroughly and shared with parents, the roles of the staff are not clearly recorded to identify staff responsibility and for risk assessing. This impacts on maintaining children's safety and wellbeing. Written procedures are in place to ensure medication is administered as prescribed and in partnership with parental prior consent.

Children benefit from a range of healthy options and have a good understanding of the affects of a healthy diet on their bodies. This is further enhanced with children being actively involved in the preparation of the snacks which consist of plenty of fresh fruit, vegetables, wholemeal breads and variety of healthy spreads. Children have free access to water both indoors and outdoors, this allows them to address their own individual needs at all times.

Children participate in a range of physical activities that contribute to them being healthy and develop physical skills. They participate in outdoor play to allow for them to have regular fresh air and exercise. They are involved in energetic activities using balls, skipping ropes and balancing aids.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space is organised well within the setting, allowing for children to work in small and large groups. However, space is not organised effectively to allow for children to have a quite or a relaxing area, where they can play undisturbed by the noise levels from other children. This impacts on children not being comfortable in their surroundings and their concentration levels being disturbed. Children's safety is addressed through staff carrying out daily risk assessments of the areas used by children. This ensures they are safe to move freely and independently. Procedures for monitoring the movement of visitors to the group are adhered to and this further contributes to promoting children's safety.

Children make choices from a range of good quality and safe play resources and equipment. They are confident in making choices and are aware of where additional resources can be obtained in safe storage. This allows for children to develop new interests and extend their play ideas. They begin to learn to take care of the resources and surroundings as they contribute to clearing away and setting up additional activities with staff support and guidance. Children are provided with guidance and reminders from staff of how to keep themselves and others safe. For example, they are taught how to use and handle sharp knives carefully when assisting with the preparation of fruit and vegetables for snacks.

The children's welfare is protected and safeguarded from harm because staff demonstrate an awareness of recognising abuse and the procedures to follow should they be concerned. This knowledge is further supported with staff training made available via the organisation.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, relaxed and play with great enthusiasm. They engage in the range of activities organised for them or ask for additional resources, all of which are reflective of age and development. This ensures they are occupied and engaged in spending their time purposefully. However, the organisation of the routine is overlooked at times when children are left unoccupied for small periods, for example after snack time. This impacts on children's learning needs as they are not being supported at all times. Staff are aware of children's favourite activities and provide accordingly to extend their interests. Children play in small groups or independently, where they learn to take turns or share resources. Children engage in conversations with staff or in groups as they play or carry out tasks, for example washing up plates and cutlery. This enables them to become positive contributors to the group and develop strong relationships with peers and adults. Children become confident in addressing new challenges and experiences, such as learning to make personal tags using fine threading laces to weave with. Children welcome staff support both to support them as well as allowing for them to be play partners. This allows for children to receive individual attention. Children show pride in their completed work and are eager to show their work to peers and parents on collection. Space is made available for children's work to be displayed. This provides children with recognition of their mixed abilities and contributes to their self worth.

Helping children make a positive contribution

The provision is good.

Children benefit from having their individual needs met through relevant information shared by parents. This helps promote a strong sense of belonging. Children begin to develop positive self identities and of others in the community through group celebration of religious festivals, discussions and books that provide reference to diversity. Staff have experience and have attended training with providing appropriate care for children with a learning difficulties and/or disabilities. They are confident in providing the required adult support and play activities to ensure all abilities are included, this allows for each child to reach their full potential.

Children behave positively and play together in a mixed age group of differing abilities and understanding. The good supervision and deployment of staff further enhances children's good behaviour as staff ensure they receive appropriate guidance and support in how to behave. The children learn to negotiate turn taking and sharing as they reflect on staff explanations of how to play together. Children understand the ground rules developed and this is further supported by the gentle reminders and guidance provided by staff. Staff effectively give recognition to good behaviour and the contributions made by the children. For example, they are allocated into groups and are rewarded with stickers for their contributions and good behaviour. These are then collated for prize giving, where all children are included. This contributes to children's behaviour being more positive as they are given recognition and also provides them with a sense of self worth.

Children benefit from the positive relationships developed between staff and parents. Staff are both friendly and professional in their approach. Staff ensure that time is made available

for each parent to allow for the sharing of relevant verbal information. The parent notice board keeps them informed of relevant policies and procedures as well as current issues.

Organisation

The organisation is good.

Children are familiar of their surroundings, routine and staff. This impacts on their learning, self confidence and wellbeing. Staff are aware of their roles and responsibilities, work well as a team and are deployed well. Newly employed staff follow an induction programme to allow for them to become familiar of the organisation policies and procedures, which impact on the children's overall wellbeing. Good support and ongoing training from the organisation ensures that staff are kept updated of relevant training to attend and changes in practice.

There is a good range of all required policies and procedures in place, which staff are familiar with implementing. Staff liaise regularly with parents to share relevant information regarding their child. Systems are in place to ensure relevant information, such as accident records are shared by phone or letters if the child is collected by another named person other than the parent. This empowers parents with having the required information regarding their child. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 good. 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):

- identify clearly the roles and responsibilities of staff in the accident records
- organise the play areas effectively to provide children with space and resources to relax in comfortably or have opportunities for quiet play

- review the organisation of the routine to ensure children are occupied at all times in stimulating and age appropriate play activities.

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