

Yardley Primary School After School Club

Inspection report for early years provision

Unique Reference Number	EY248932
Inspection date	09 January 2008
Inspector	Shaheen Belai
Setting Address	Hawkwood Crescent, Chingford, LONDON, E4 7PH
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Registered person	Forest YMCA of East London
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?

Yardley Primary School After School Club registered in 2003 and is one of several out of school clubs operated by the YMCA organisation based within Waltham Forest. The setting is situated in the school grounds of Yardley Primary School in Chingford, which is within the London borough of Waltham Forest. The provision operates from the school dining hall at Yardley Primary School, children have access to the school outdoor play areas and toilet facilities within the main school building. A maximum of 40 children may attend the club at any one time. All children attend the school and the majority of these live within the local catchment area. The club is open each weekday from 08:00 to 08:55 and 15:30 to 18:00, term-time only.

There are currently 9 children on role for the breakfast club and 17 children on roll for the after school club. Children aged eight years and over, also attend the club.

The club employs four staff, this includes the manager. Of these, all hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment, where they learn the importance of good personal hygiene through the daily routine. For example, they wash their hands before handling food. Staff provide support to newly arrived young children providing explanations of why they need to wash their hands before sitting down for their snack. Staff follow good hygiene practices when preparing snacks and a number of staff are trained in current food handling practices. This contributes to children's health. An exclusion policy is in place for children with infectious diseases, this helps prevent the spread of infection. Most staff are trained in current first aid and have a clear understanding of procedures to follow should a child have an accident or become unwell in their care. Accident and medication records are in place. These systems allow for incidents to be recorded and the sharing of relevant information with parents.

Children enjoy the food provided to them, which includes a healthy and balanced content. For example, they have hot pitta bread with a range of fillings, and a variety of fresh fruit and salad vegetables. They serve themselves and have the option of additional helpings to address their personal needs. Meal times are relaxed with children chattering away happily and they are allowed to eat at their own pace. Staff gather relevant information regarding dietary needs, this ensures that children's individual dietary and medical needs are met.

Children regularly enjoy a range of physical activities, both indoors and outdoors. This helps children to develop control of their bodies, such as participating in tennis and football games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and organised area, that allows them to move freely. Children are familiar of the environment which provides them with a sense of belonging. For example, they know where to store their personal belongings and where specific play materials are stored allowing for them to make choices in their play. Space is available for children's work to be displayed, providing recognition to their learning skills. The space is organised well to allow for children to have quite and noisy areas, such as the large physical activities being organised at the rear of the setting. Children play with a good range of resources which are developmentally appropriate for the ages attending, some of which are stored at low level allowing for free and independent access.

Good staff deployment and appropriate levels of supervision help develop children's awareness of safety within the setting. Staff follow good safety measures when escorting children to the toilets situated within the main school building. Daily risk assessments are carried out by staff which allow them to address hazards promptly. This helps ensure children play in a safe environment. Regular fire drills are practised, these allow children to become familiar of how to act in an emergency. Children are provided with gentle reminders from staff to help them understand how to keep themselves and others safe, such as not kicking balls where children are sitting with their snacks.

Children's welfare is protected as staff demonstrate a good knowledge and understanding of child protection issues. Clear procedures which are easily accessible, allow staff to follow guidelines should they be concerned about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and chatty as they arrive at the setting. They settle into the routine which they are familiar with, this gives them a sense of belonging. Children are developing trusting relationships with peers and staff, with whom they sit and share experiences with. They take an active role in assisting staff with setting up play activities and sharing their choices of play. This allows for them to express their ideas and extend on their interests.

Children play with a good, varied range of activities. They move confidently between activities choosing resources of their interest and self-select when they need to, such as choosing colouring books. Children work well by themselves or in small groups, sharing resources and taking turns well. They persevere at challenging activities and welcome the support of their peers or staff. For example, as they concentrate at completing puzzles.

Children speak proudly about their achievements, such as the art work they complete. Children's creative and imaginative development is encouraged through art and craft and role play. They enjoy making their own props to assist them with imaginative play, such as making a television and remote controls.

Staff are familiar of the interests of the children and support this within the informal planning sessions. There is a calm and productive atmosphere, and good staff deployment enables children to receive appropriate support when necessary.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop a positive attitude towards others and gain an understanding about the wider community. This is supported by the developing range of resources the children have access to address diversity. For example, recognition is given to religious festivals, access to dressing up clothes and books.

Staff have a positive approach towards children with learning difficulties and/or disabilities and an inclusive environment is encouraged.

Children's behaviour is good. They enjoy playing together in mixed age groups, show care and concern for each other. Staff implement appropriate behaviour management strategies, according to age and understanding. Group rules are displayed clearly at children's height, allowing for them to become aware of expectations. Staff provide consistent praise and encouragement to all children which allows them to be clear about what behaviour is expected of them.

Parents provide appropriate and relevant information about their children which contribute to children's wellbeing. Staff ensure parents are made aware of what is going on through daily verbal discussions. The organisation policies and procedures are accessible for all parents within the setting. However, the complaints procedure accessible to parents does not inform parents of the role of the regulator. This impacts on parents not having the correct information should they wish to make a complaint.

Organisation

The organisation is good.

Recruitment, induction training, policies and procedures are in place and work well in practice to keep children safe and support their welfare. Staff work well as a team and are aware of their roles. A key worker system is in place and supports the children's needs. Children benefit from an organised environment, where they receive good adult support to enable them to feel safe, secure and confident.

Staff have an understanding of how well they promote positive outcomes for children. The organisation is supportive of the staff and provide opportunities for them to develop their training needs or qualifications. Appropriate arrangements are in place for staff cover in the case of sickness, this ensures ratios are met at all times.

The required records are in place and stored safely for confidentiality. Children's attendance is recorded well and this contributes to their safety. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to: display statement of fire evacuation procedures; develop an action plan that sets out how staff training and qualification requirements will be met.

The setting now has a copy of the fire evacuation procedure on display, allowing for persons to be aware of the correct procedure to follow in an emergency. All staff working with children at present are suitably qualified and the organisation is supportive in addressing staff training needs.

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 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):

- review current complaint procedure shared with parents to provide correct contact details of Ofsted and the role of the regulator.

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