

Grass Roots Play

Inspection report for early years provision

Unique Reference Number EY347755
Inspection date 29 November 2007
Inspector Julia Louise Crowley

Setting Address Oakthorpe Primary School, Tile Kiln Lane, London, N13 6BY

Telephone number 07769 536 416

E-mail

Registered person Grass Roots Play

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?

Grass Roots Play after school club is run by a private partnership. It opened in 2006 and operates from a large hall within Oakthorpe School. It is situated in Palmers Green within the London Borough of Enfield. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 15:30 until 18:00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from four to under eight years on roll. Children attend Oakthorpe School. The after school club currently supports children with special educational needs.

The nursery employs four staff. Three of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children stay extremely healthy because practitioners follow current and up to date environmental health and hygiene guidelines. For example, all of the staff team have completed food and hygiene training and the premises are successfully risk assessed prior to the arrival of children. The provider has comprehensive policies and procedures in place in order to safeguard children's welfare for example, parents provide written consent for medicines and a thorough record of administration is completed.

Children have a strong understanding of simple good health and hygiene practices, such as they know to stop the spread of germs through washing their hands with anti bacterial gel before eating and that tissues must be used once and placed in the bin. Practitioners offer plenty of gentle reminders which are supported with written posters, slogans and visual guides. For example, children know that 'coughs and sneezes spread disease'.

Parents receive an information letter offering clear guidance on a healthy packed lunch. Posters on the parent's notice board reinforce this message. Consequently, children are well nourished. They can access fresh water or juice throughout the session independently, from a table containing two jugs and beakers. Children know to leave dirty beakers in a pile facing downwards and that clean beakers are in a pile facing upwards. They know that sharing cups spreads germs and take responsibility for monitoring the table. For example, children take delight in informing the practitioners that it is time to replenish the beakers.

Children's opportunities to learn to control their bodies and develop their physical skills both indoors and outdoors are excellent. For example, outdoors the children have the use of a range of nets and goals, sports equipment and access to a bouncy castle in the summer. Indoors, children enjoy using the sports hall for physical activities if the weather is bad. Children competently use a wide range of small tools and equipment with increasing control including, scissors, dough cutters and glue pens.

Practitioners hold a first aid certificate and have an excellent knowledge of what to do should an emergency take place, consequently, children are cared for successfully.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, warm and safe environment where children enjoy a real sense of ownership. For example, informative notice boards keep parents and children well informed, while children enthusiastically work on a welcome banner for their club, 'we all smile in the same language'. Practitioners value children's contributions during the session and decisions are guided by the children's ideas and needs, consequently, the group have a strong identity and children are empowered and relish decision making and responsibility.

Children use an exceedingly wide range of suitable and safe equipment. Practitioners take time to observe and get to know children and so effectively provide for their interests and needs. For example, older children enjoy using the laptops, which are safe and secure with internet access, while innovative and well presented table top activities, as well as floor activities are accessible to all children. However, children are not offered a permanent area where they can

be quiet and rest in a comfortable setting. Children who may be unwell or simply wish to rest or focus on a quieter activity are unable to make choices independently according to their needs.

Children's safety is promoted because practitioners are extremely vigilant at reducing risks and minimising hazards. Daily risk assessments of the hall and the outdoor environment are effective at keeping children safe, for example, the premises is thoroughly checked for breakages prior to the arrival of children. Comprehensive policies and procedures, implemented well by practitioners ensure children's safety. Security is a priority, practitioners supervise the door when children arrive and depart.

Children successfully learn to actively keep themselves safe. For example, children know that they speak to practitioners before they leave the room. Children write and implement rules for the computer table and bathroom that maintain these areas and keep them safe. Imaginative and effective posters and visual reminders are everywhere. Children are well informed, confident and self assured.

Practitioners show an excellent knowledge and understanding of child protection issues which helps them protect children from harm and neglect. They are extremely clear about appropriate procedures to follow if they have concerns regarding a child's welfare. Comprehensive policies and procedures are in place and easily accessible.

The provider has extensive safety policies in place, such as a collection procedure and emergency evacuation drill. Children have the opportunity to practise this once a month and are confident about what to do in the event of a fire. Practitioners are diligent and thorough in their risk assessments and recordings.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely well settled they arrive happy and motivated and quickly become involved in activities. Practitioners successfully support the younger children by offering them more time to complete tasks and through lots of encouragement and praise. Children are openly encouraged to access a suitable range of resources for example, two large storage cupboards are left with their doors wide open. Children can safely select, as they are well organised and equipment is attractively presented in clear boxes.

Children successfully develop confidence and self esteem. Practitioners listen to their ideas and implement them in the planning for events and activities at the club. Children with specific interests are encouraged to pursue them. For example, children with an interest in making a film are equipped with a digital camera to make a film of 'Grass Roots'. Children confidently present the film and demonstrate delight in their achievements. Alternative and innovative variations are offered to those children whose suggestions exceed possibilities. For example, children request that they have trips to other countries. Practitioners achieve this through the 'Grass roots passport'. Children visit other countries through cookery and creative activities and stamp their passport as they travel around the world. For example, children visit Italy and sample the delights of a Venetian masked ball and cook delicious pasta and pizza.

Children of all ages form strong trusting relationships with practitioners and play happily alongside other children. Children are extremely confident of the practitioners' support. Practitioners are attentive and respond extremely positively to children's chatter, questions or

requests. Children are very confident in making choices and concentrate for long periods at their chosen activities, showing great interest and a desire to achieve.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely well cared for by practitioners who work successfully with parents to meet the children's individual needs. For example, parents can contact the provider at any time and give advanced warning of any changes or any specific needs of their child. Children feel a strong sense of belonging as they are greeted individually by practitioners as they enthusiastically arrive. They hug and wave as the group comes together and they show genuine warmth for their peers.

Relationships are extremely effective at all levels. Children understand their own needs and begin to respect the needs of others. They show a good understanding of how to keep themselves safe and healthy. Behaviour is of a consistently high standard. Children are confident, self assured and can work and play well on their own or with others. They cooperate and take turns. Children can freely discuss their emotions with an adult and each other. For example, children chatter about different expressions that we have and what they mean. Practitioners are accomplished and sensitive in their management of children and their behaviour. They refer back to the ground rule posters that the children have made and offer gentle but effective reminders.

Children talk confidently about their home environments and find out about those of others. This is through the excellent range of toys and resources that promote positive images, for example, books that reflect different cultures, genders and feelings. They use a range of art and craft activities to support their knowledge and understanding of other cultures and their festival celebrations. For example, children excitedly prepare for their Caribbean breakfast and research different flags to decorate their tent.

Children with special educational needs receive good support. Practitioners adapt their ways of working to ensure all children are included and able to reach their potential. They prepare individual strategies and work closely with parents and other agencies.

Parents receive excellent information about the group in the form of comprehensive parent's policy document, notice boards and regular newsletters. They are invited to well-planned events and are encouraged to feel part of the group. Strong relationships are developed between practitioners and parents so that practitioners have good understanding of individual children and their families.

Organisation

The organisation is good.

Children are extremely happy, interested and comfortable at the after school club. The provider recognises the importance of the group forming its own identity so that the children enjoy a different experience to school. Practitioners are sympathetic to the children's needs and ensure that they receive consistent support.

Children happily engage in play and enjoy one another's company. Children benefit from practitioner's knowledge as they continue to complete and up date their training opportunities. They are a motivated and enthusiastic team who bring their individual skills to the club to

enhance the children's experience. Practitioners use their time effectively, to consider the children's needs. However, opportunities for children to rest quietly according to their own preferences are not provided.

Children are safeguarded as all practitioners have undergone checks to assess their suitability and there is an accurate record of children's attendances. The group has all required documentation in place and has compiled an informative portfolio of written policies and procedures that guide their daily practices.

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):

- provide a rest area that children who wish to rest or focus on a quieter activity

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