

YMCA

Inspection report for early years provision

Unique Reference Number	140478
Inspection date	12 May 2008
Inspector	Maggie Thorp

Setting Address	Rokesly School, Hornsey, LONDON, N8 8NH
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Registered person	Hornsey Ymca
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Type of inspection	Childcare
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Type of care	Out of School care
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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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

YMCA out of school care at Rokesly School was registered in 1998. It is one of four provisions run by the Hornsey branch of the YMCA and operates from Rokesly Primary School, which is situated in the Hornsey area of the London borough of Haringey.

A maximum of 40 children from three years to under eight years may attend the out of school club and a maximum of 100 children from three years to under eight years may attend the holiday play scheme at any one time. Care is also provided for children over 8 years. The group operates each weekday during term time from 08:00 to 09:00 and from 15:15 to 18:15, and during school holidays from 08:30 to 18:00. All children share access to an enclosed outdoor play area.

There are currently 62 children under eight on roll. The group is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The provision employs ten staff, including the supervisor; information about staff qualifications was not available. The number of staff on duty varies according to the number of children attending each day. The setting receives advice from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are kept healthy through being cared for in a clean environment with adequate measures in place to prevent the spread of infection. The rooms children use are clean. Children have sufficient facilities to wash and are reminded to do so before meals. Kitchen surfaces where food is prepared are kept clean, as are the tables on which children eat. The toilets are clean with soap and hand driers accessible for children's use. Parents and staff refer to the setting's list of infections in the health policy to guide them in ensuring sick children do not pass on infections.

Children's health is fostered effectively when children are unwell or have accidents. There are four staff with first aid qualifications, and there is a first aid box to hand. All parents are asked to give their consent for children to receive medical treatment in an emergency. Accidents are recorded and parents are asked to sign these to ensure they are well informed.

Children enjoy a hot meal cooked on the premises. Children's dietary needs are taken note of; however, this information is not always kept up to date and displayed well to guide staff. Children are able to drink whenever they are thirsty as they have easy access to drinking water both in and outdoors.

Children have satisfactory opportunities for exercise. They play team games of cricket and football organised by staff. They also play outdoors independently, skipping or playing chase games, and climbing and balancing on the outdoor equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety and well-being is compromised. There are significant weaknesses in the safety measures in place at the setting. The environment is poorly organised and resources are not adequate to meet the needs of all children.

Safety systems in place at the setting are not sufficiently robust to ensure that children are fully protected. Staff ensure that parents sign children out as they collect them. However the registration system for recording children's times of arrival, with a record of the names of staff looking after them, is not consistently kept. This is a breach of regulations. Inconsistent practice in recording children's attendance compromises children's safety, as the organisation does not have full historical record in the event of an incident or concern.

The setting reports that risk assessments take place and a written record kept, however these are not kept on site. However, discussions with staff show that they do not have a clear understanding about what to include or how to conduct a risk assessment. There are no safety checklists or clearly defined roles for checking safety. Children do not have exclusive use of the areas they play in as other children and adults use outdoor the play space. There are no clearly defined procedures in place for protecting children from the shared users. The fire safety policy states that staff and children practise emergency evacuations each term but records show that these are less frequent thus not enabling children to be familiar with how to respond in such an emergency.

Some safe practice is in place, for example, safety surface is in place under the climbing equipment, the pond is covered by weight bearing mesh and electric sockets are covered. The front door by the children's toilets is locked and parents have to be let in by staff to ensure children's security. Children's well-being is aided by the staff's knowledge and understanding of what to do if they have concerns about a child.

The environment is not attractively set out when children arrive. There is no planning as to how the room is to be organised, for example, by dividing the room into specific activity areas. There is little opportunity of quiet space for children wanting to read or do their homework and noise levels are very high when all children are indoors. There is sufficient outdoor space for play.

The furniture and resources available for children are very limited. Children do not have a wide range or choice of play materials for their enjoyment. Children do not have comfortable places to sit. Large school meal tables with integral seats are the only furniture provided. The seats have no backs and there are no cosy floor cushions, beanbags, rugs or other soft furnishings provided for children to relax on if tired after school.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children's enjoyment is significantly reduced by the poor resources, limited planning and lack of staff interaction and support. Children have very little choice of accessible resources, for example, indoors children are provided with four activities to play with, a construction set, a puzzle, a board game and crayons. Children complain about this, they sit around talking and sometimes bring in their own games to play. Some resources are not used as children say that parts of board games and puzzles are often missing. There is a walk in cupboard with other resources but these are not readily accessible to the children.

Plans show one adult led activity is offered on each day, for example cooking, art, sport or watching a film. However, this does not always happen. Sometimes children do artwork around a festival using glue and tissue paper. However, poor presentation and lack of resources hinder children's creativity, for example, children drew around a rat shaped template, then glued tissue onto these for Chinese New Year. Some children drift between indoor and outdoor play and have limited interaction with staff. Activities initiated by staff to engage children's interest and sustain their enjoyment during play, are limited.

Some children are confident and settled at the provision, they chat to staff and greet them warmly as they arrive. Sometimes, staff contribute to children's enjoyment by, for example, organising a ball game outdoors or chatting to children as they draw. They ask children about what other resources they would like to have and make a list of their suggestions.

Helping children make a positive contribution

The provision is inadequate.

The setting has not established good systems for working in partnership with parents and carers. Parents are not kept well informed about who is caring for their child. New parents receive some information about the setting, however they are not well informed about changes to staff and other events. There is no evident key person system in place, so parents have no consistent member of staff with which to discuss their child. Information is recorded about children's needs and parent contact numbers are noted when new children start. However, this

information is not kept at the premises and so it can be readily consulted or inspected. This is a breach of regulation. Staff do chat to parents when they come to collect children.

There are few ways children can experience their backgrounds being valued or learn to appreciate those of others as staff are unclear how to do this. The setting does not have clear information about the cultures and languages of children. They are unaware how having this information helps staff to plan a programme and provide resources that value children's cultures. Currently artwork is the main activity planned for children to mark certain festivals. Both boys and girls are encouraged to participate in all activities. Children with learning difficulties and disabilities are supported and integrated within the group. They benefit from the care and support of staff and the liaison and information sharing between staff, parents and other agencies.

Children generally behave well and relate well to staff and each other. The behaviour management policy is clear and comprehensive. There are some clear, age appropriate methods used to deal with inappropriate behaviour which children are able to understand and explain to others. However, sometimes when children report difficulties they are having with other children this is not always dealt with sensitively to ensure difficulties are resolved in a positive way and children are helped to make friends again.

Organisation

The organisation is inadequate.

The setting does not meet all regulatory requirements, and the organisation of care does not meet children's needs. Children's safety and well-being is compromised. The poorly resourced environment hinders children's enjoyment and potential to develop and learn. Accurate information is not kept on the premises and available for inspection to ensure children are receiving care by staff who are appropriately qualified and checked. Not all staff in supervisory posts have the correct level of qualification. Attendance records do not consistently maintained, they do not give accurate information, of who are present the times of children's attendance. This is a breach of regulation.

There are some comprehensive policies and procedures in the files. However, these are not implemented consistently by staff to ensure practice promotes positive outcomes for children. For example, comprehensive written policies and procedures are in place for promoting, equality, behaviour management and fire safety but these are not reflected in practice. Paperwork is not well organised or easy to access. Those in supervisory positions do not have clear lines of responsibility designated and line managers do not monitor practice effectively to ensure that the provision is providing good quality care for children. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection inadequate steps have been taken to implement the actions that were made to improve the quality of what children receive at the provision and to keep children safe. The provision has implemented the action set to ensure that all entries in the accident record book are countersigned by parents. The action to record information about children's special dietary requirements and ensure that all staff are aware of these has been partly met. Children's needs have been recorded but this is not well displayed in food preparation areas. There is a system in place to record parents' complaints to meet the action set to do this

The response to the action to assess the risks to children in relation to potential hazards at the setting and take action to minimise these was not evident. No risk assessments were produced as these are not kept on the premises and discussions with staff did not show they were familiar with how children's safety is protected through risk assessment.

The management and those leading practice have not responded to the action to improve their knowledge and understanding of the requirements set out in regulations or set in place a procedure to notify the regulator of significant events. The action set to ensure that all records relating to day care activities are readily accessible and available for inspection at all times has not been implemented. Records are incomplete and staff struggle to find them. Therefore children are not receiving adequate care.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

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