

# Sussex Way Extended School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347561
<b>Inspection date</b>	14 May 2008
<b>Inspector</b>	Maggie Thorp
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<b>Registered person</b>	Sussex Way Extended School
<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?

Sussex Way Extended School provision was registered in 2007 and is managed by the management committee of Sussex Way Extended School. It operates from Duncombe Primary School in Upper Holloway in the London borough of Islington. Children have access to three halls and three enclosed outdoor play areas. The provision opens each weekday during term time, from 15:30 to 18:00. The holiday play scheme is not currently operating.

A team of six staff are employed. The manager and one member of staff are working towards a recognised Level 3 qualification and other members of staff are about to start working towards a Level 2 qualification. There are currently 64 children aged from four to eight years on roll. Children from eight to 11 years also attend. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. The provision receives advice and support from Islington local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is promoted by the wide range of opportunities they have for exercise. Children choose from a wide range of physically active games and sports. Children play organised team games outdoors and enjoy free play where they can run and climb in another section of the outside play space. Children enjoy the challenge the sports activities provide. For example, with the help of a coach they refine and develop their ball skills before playing a game of football. Upstairs in a large hall children attend a street dancing class, take part in exercise routines and use fitness equipment.

Children are provided with healthy snacks when they first arrive from their classrooms. They sit and chat together as they eat and enjoy fruit and cheese and biscuits and fruit squash. Children also help themselves to drinking water throughout the session from drinking fountains indoors and outside. Good procedures are in place to ensure that the dietary needs of children are known and catered for. This information is obtained from parents when children first start and children's particular needs or allergies are clearly displayed so that staff are well informed and children are not given food which is not suitable for them.

Children's well-being is promoted if they are hurt or if they have a medical condition needing treatment because care is provided by the well trained staff. Most staff have first aid training and children can rest apart from others while they wait for their parents to collect them if they are unwell. Accidents and any medicines administered are recorded and parents are asked to sign these to ensure that they are well informed about their children's well-being. However, parents' consent is not obtained for their children to receive medical treatment in an emergency. Children's health is further promoted by being cared for in a clean environment, with the exception of the ground floor children's toilets. These are not cleaned before children use them and soap is only available beside one wash basin; as a result, children using the other basin do not wash properly.

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

The provision is satisfactory.

Children enjoy the bright, safe, well decorated environment that is maintained both outside and indoors. However, places for children to relax in comfort are not always set out. The children are based in the ground floor hall, where posters and photos provide an attractive backdrop. Records are kept in a small office just off this area, and so are readily to hand. The outdoor play areas are well set out and made attractive by plants, interesting features such as chime bars, wooden shelters and climbing equipment.

Children's safety is protected by risk assessments for each aspect of the provision, for example, fire safety and sports activities. Staff are alert to children's safety. Children from the other school that use the setting are escorted safely to the premises. Care is taken to ensure staff are clear about which children to collect, and registers are taken before leaving that school and when arriving at the provision. Parents sign children out and staff are at hand as children are collected to ensure information is passed on to parents about their child's day. However, full records of the times children and staff arrive and leave are not fully kept. This means that there is not a good historical record of attendance to ensure that any incidents or any concerns reported could be investigated to further protect children. Fire exits are signed and kept clear.

Fire evacuation is practised with children and fire fighting equipment is regularly maintained. Staff sometimes work alone with groups of children but can summon help as all have walkie talkie equipment. The manager is not part of the childcare ratio and is free to check on children's well-being and to respond to any calls for help.

Children are protected by staff's clear understanding of what to do if they have a concern about a child. This is underpinned by a clear policy and a well informed lead practitioner for safeguarding children. However, the policy omits to include the need to inform the regulator about incidents relating to child protection occurring on the premises.

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

The provision is good.

Children enjoy good relationships with staff and chat happily to them about their school day when they arrive. Children describe the staff as nice and smile with pride when staff praise their attempts to succeed at an activity or sport. Children have a good selection of activities to choose from each day. A typical day's choices include football coaching, street dancing, cooking and French lessons. Children say that they enjoy being able to plan what they would like to do from the programme provided each half term. They register their choices in consultation with their parents for each six week period. However, should a child want to change, this can be accommodated.

Children also take part in activities such as drumming, drama, and computing. They are able to explore an even wider choice as the staff make good use of other local schools' facilities and community facilities. Children are taken to a sports centre, an adventure playground and an ice rink. Children playing sports learn a lot about self control, and working as a team as well as gaining physical skills. Football games include rules to ensure children pass to each other and everyone has a chance to participate. Staff know children's different abilities and praise their efforts thus raising children's self-esteem. Children's views are listened to and respected. Their feedback is asked for and used to determine the programme for future six week periods.

Children enjoy the cooking activities, which are well resourced to cut down waiting times and enable all to participate. Children and staff chat as they prepare food. While they are showing children how to make certain dishes, staff talk to them about such issues as healthy eating and how to handle equipment safely as they cook. In addition, the way activities are organised promotes children's social skills and friendships across ages. Older and younger children are often paired so that a more able or confident child has the opportunity to support another.

Children also enjoy other quieter activities and there is a good range of art and craft materials to encourage children's creativity. Children paint, draw, and make models with clay which they later paint. Children enjoy using books, board games and construction sets. They also have regular weekly times and support for homework.

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

The provision is satisfactory.

Children have many opportunities to explore their own and others' cultures and this good practice is underpinned by staff's strong belief in the value of this. Displays show people of many different backgrounds. Snacks, activities and the recruitment of staff are all used as a means to promote equality and ensure differences are valued. Children with disabilities and learning difficulties are helped to participate and have fun and one to one care is provided

when needed. Staff liaise with children's parents, the local authority advisors and other agencies to ensure children's needs are understood and met. Ways to ensure that they are learning new skills are planned according to each child's individual needs.

Children are guided by the provision's 'Golden Rules', which are expressed very positively. In addition, there is a strong emphasis on rewarding good behaviour. A card system is used to warn children about poor behaviour but also to recognise children who are helpful, try hard and keep the rules. They receive a green card. As a result children are well behaved and enjoy helping each other and staff. They show that they understand right and wrong and can explain the rules to each other. Staff and parents work together to set and agree targets for any children finding it hard to conform.

Children's security at the provision comes from the supportive partnership between parents and staff. Detailed information is given to parents about the setting's policies and the activities they offer children. Parents comment on how they like being able to plan with their child the programme they will follow every six weeks. Parents' views are sought through detailed questionnaires and the suggestions they make are acted upon. However, weaknesses in informing parents fully about how to complain and in obtaining all the appropriate parental consents results in parents not being fully informed. In addition, children are not allocated a key worker so that parents have one main person to talk to about their child to ensure continuity of care.

## **Organisation**

The organisation is satisfactory.

Good recruitment and selection procedures ensure staff are fully checked as suitable to work with young children. There is a lack of qualified staff, but there is an action plan in place to raise the number of qualified staff to appropriate levels. Two staff have almost completed appropriate Level 3 qualifications and other staff are to be sent on Level 2 qualification courses. At the time of the inspection, however, no staff were qualified.

Many sound policies and procedures are in place to underpin good practice. The behaviour management policy is a particularly good example of this. Children's well-being is promoted by most, but not all, aspects of record keeping. There are omissions to the complaints and safeguarding children policy and weaknesses in obtaining all the appropriate parental consents and recording children's attendance. Overall, children are happy, secure and gaining many skills from attending the setting. They are cared for by a committed staff team. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection, most of the actions have been put in place to improve the provision for children. The action to make sure enough staff are trained in first aid to ensure that at least one member of staff with a current first aid certificate is on the premises or on outings at any one time has been put in place. The group were asked to provide a statement of the procedure to be followed in the event of a fire or emergency. This has been done and is appropriate to safeguard children. They were asked to improve their knowledge and understanding of the procedures to follow in the event of an allegation made against a member of staff and include this in the child protection policy. The steps to take are now well understood and clearly stated in the safeguarding children policy.

The management were set an action to improve their knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters such as a change of manager or person in charge. This has not been fully implemented. The complaints policy is yet to be amended to reflect regulations, the method of recording attendance does not fully comply with regulations and the requirement to inform Ofsted about incidents regarding child protection is not stated in this policy to ensure that it happens.

Staff are more familiar with the policies and procedures for the setting as they have had training and are now able to describe many of the procedures in place. Regarding the action to develop and implement an action plan detailing how at least half of all childcare staff will hold a Level 2 qualification in childcare, the action plan has been made but has yet to be achieved.

### **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):

- provide for children's health and care more effectively by ensuring good hygiene in the toilets children use and by providing places for children to rest and relax in comfort
- implement the action plan to ensure the manager has a Level 3 qualification and 50% of staff are appropriately qualified
- record the actual times children and staff are present
- put in place the planned new parent information about how to complain that complies with regulations
- obtain parents' written consent for their child to receive medical treatment in an emergency

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