

Hobbayne Busy Kids

Inspection report for early years provision

Unique reference number

EY357170

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Hobbayne Busy Kids After School Club opened in 2007. It is run by a private provider and operates from within Hobbayne Primary School in Hanwell, in the London borough of Ealing. The club is only open to children from within the school. The club is open each weekday from 15:15 to 17:45 term time only. Children have access to a secure enclosed outdoor play area. The premises are accessed via a ramp to the front of the building. There are toilet facilities available within the main school building for wheelchair users.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from four to under eight years may attend the club at any one time. There are currently eight children on roll aged under eight years. However, only two of these children are within the early years age group. At the time of inspection, no children were present within the early years age group, although children aged between six and eight years were in attendance. The club also offers places for children up to 11 years.

The setting employs five staff, including two managers, of whom three hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The environment is suitably organised to enable children to have access to a range of play resources. Through discussion, the adults within the setting recognise that children learn through play. However, the systems for observing, assessing and planning are not effective to ensure children are provided with a range of opportunities to further their learning and development. Children's safety and welfare is promoted as staff are vigilant in ensuring appropriate steps are taken to keep children safe. Through discussion, staff demonstrate their understanding of how to promote an inclusive environment for all the children in their care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems for making observations and assessments of each child's achievements, interests and learning styles and use them to identify priorities and plan motivating learning experiences for each child
- implement effective systems to ensure continuity of care and progression for children by sharing relevant information with other professionals, parents and carers
- ensure that those adults working directly with children are suitable to do so.

The leadership and management of the early years provision

Through discussions with the managers, they are able to demonstrate their understanding of the areas where they need to make improvements in order to benefit the children. They have begun to evaluate their service, and are aware that they need to work on planning, evaluating and assessing the activities and opportunities provided for the children in the early years age group.

Appropriate children's records are maintained and relevant levels of consent are in place. Clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. For example, effective risk assessments are in place and staff have taken action to ensure that risks both inside and outside have been minimised so that children can play safely. Staff have a sound knowledge of safeguarding children and of their roles and responsibilities in reporting concerns. There are systems in place for the safe recruitment and vetting of those working directly with the children. However, checks on adults' health are not carried out.

Through discussion, the managers recognise the importance of working alongside other adults involved in the child's care and education to promote their welfare. The setting has made satisfactory links with the school, parents and carers of the children in the early years age group. For example, a parent's notice board is used to display useful information, such as activity plans, menus and their mission statement. In addition, there is an identified member of staff within the setting who liaises with the school. However, these links are not sufficient to ensure that information about the children's starting points and continued progress are identified and shared.

The quality and standards of the early years provision

Children have access to an environment that is appropriately organised. Play resources are organised in a manner which helps to promote children's free choice. They are sufficient in quality and easily accessible on low level shelving. Furthermore, children are able to ask for additional resources.

Through discussions, the adults within the setting demonstrate an understanding of how children learn and develop. For example, their aim is that children will learn through play. However, the systems for observing, assessing and planning are not sufficiently rigorous to ensure children make sufficient progress in all areas of their learning and development.

The practitioners within the setting demonstrate a clear understanding of how children's good health is promoted. The setting provide children with a varied and nutritious diet that includes fresh fruit and vegetables. In addition, menus are on display for parents and children to access. A 'healthy eating' project recently took place and wall displays show children's participation in this activity. For instance, children have drawn different fruits and vegetables on paper plates and identify a range of foods such as aubergines, parsnips and pomegranates.

Effective safety measures are in place to ensure the children are safe. For example, staff are vigilant in ensuring that the front door is kept locked and staff suitably deployed to ensure children are well supervised. In addition, the arrangements for the collection of the younger aged children by a member of staff ensures children arrive at the club safely.

Through discussions, the practitioners demonstrate a sufficient knowledge and understanding of how to promote an inclusive environment. For example, they have established links with the school to enable the care of children with learning difficulties and disabilities. They have thought through how access to the premises will be gained for wheelchair users and ramps are in place to enable entry.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to comply with the Early Years Foundation Stage.

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.