

Schoolfriend at Glebe Primary School

Inspection report for early years provision

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EY363486

Inspection date

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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

School friends out of school club registered in 2007. It is run by School Friends Etc and operates at Glebe Primary school in Ickenham in the London borough of Hillingdon. It operates from the one room in the school and has access to the school hall and outdoor play area. The premises have suitable access facilities.

The setting is registered to care for a maximum of 27 children from four to eight years. The out of school club is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are children within the early years age group on roll. The manager and staff member hold the appropriate level of qualification.

Overall effectiveness of the early years provision

There are generally effective systems in place to support children who are within the early years age range. The suitably qualified staff team provide children with a varied range of fun activities. The setting promotes inclusion and is welcoming to all children and families. Questionnaires provide parents and children with the opportunity to comment on their views. The manager and staff member are new to the setting and systems to monitor the effectiveness of the provision are in their infancy.

What steps need to be taken to improve provision further?

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

- extend the risk assessments to include all areas used by children and act upon the findings
- extend the assessment arrangements to ensure that the activities provided to the children provide sufficient levels of challenge
- ensure self-evaluation takes into account the views of children, parents and all staff and identifies strengths and weaknesses
- enhance knowledge and understanding of the Early Years Foundation Stage and continue to develop staff skills and knowledge.

The leadership and management of the early years provision

There are generally effective systems in place to safeguard children. For example, staff recruitment and induction procedures enable management to monitor their ongoing suitability. Staff are vigilant and procedures in place ensure staff who have not completed the required police checks are not alone with children. However, the practicality of this impacts on staff deployment. Although risk assessments are completed on a daily basis, they are not fully effective and do not highlight all relevant details, which compromises children's safety. Staff have a clear understanding of child protection issues and are knowledgeable about the

procedures which support children's welfare.

There are good systems in place for working in partnership with parents. Staff discuss children's starting points and gain relevant information from parents such as medical requirements. Effective partnership with other professionals, for example, schoolteachers, supports the continuity of care. The records, policies and procedures necessary to promote children's safety, welfare and development are implemented by staff. The manager is not aware of any evaluation system which may be in place.

The quality and standards of the early years provision

The manager is new to the setting and there is currently no other permanent member of staff. She is supported by various qualified staff who work across all settings owned by the provider. This minimises consistency and impacts on the manager's time as she is regularly inducting new staff. Staff do not have a strong working knowledge of all elements within the Early Years Foundation Stage framework. As a result, there are no established systems to assess the levels of challenge within activities or identify the progression of children's learning and development which restricts the effectiveness of some activities.

The playroom is well organised and prepared for children's arrival. The detailed planning of activities and resources is basic although takes into account children's interests. Children take part in play activities which promote their physical development, although this is dependent on having use of the school hall or outdoor play area. Children enjoy creative activities such as baking jam tarts and making cards using interesting craft materials. They enjoy playing with construction bricks and have a huge range of these. The cosy book corner entices children to look at the good range of books which supports their literacy skills. Staff further extend this as they encourage the children to sound out and name letters during educational board games.

Children are happy, confident and well settled. They interact positively with staff and other children. Their behaviour is very good; they are polite and caring of others. Children's welfare is promoted through well established daily routines. Children relish mealtimes and eagerly wash their hands prior to eating. They benefit from nutritious meals and food is in plentiful supply. Children's dietary requirements are adhered to and staff cater for individual preferences. For example, children very much enjoy their pizza slice, and their additional request for a cheese sandwich was immediately granted which supports the settings warm and homely atmosphere.

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?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.

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.