

Charlton Triangle Kids Club @ Our Lady of Grace Parish Hall

Inspection report for early years provision

Unique reference number	EY367468
Inspection date	28/11/2008
Inspector	Teresa Evelina Lucas
Setting address	Our Lady of Grace RC Jmi School, 145 Charlton Road, LONDON, SE7 7EZ
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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

Charlton Triangle Kids Club at Our Lady of Grace Parish Hall was registered in 2008. The premises is centrally located in Charlton in the London borough of Greenwich. Children who attend the club are pupils at Our Lady of Grace School next door. The club is privately owned and managed. The owners also run another out of school club at Charlton Manor Primary School which is located nearby.

The club operates from Monday to Friday, during term-time only. Opening hours are 15:00 to 18:00. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend, of whom no more than 16 may be in the early years age group. There are currently 16 children under eight on roll, six of whom are in the early years age group.

A minimum of four members of staff, including the owner are present at every session. At least half the staff have appropriate qualifications and the remaining members of staff are currently working towards NVQ level 2.

Overall effectiveness of the early years provision

The provision takes some appropriate steps to find out about children's individual needs and interests and provides children with good opportunities to take part in a balanced and interesting range of indoor and outdoor activities. Children are making steady progress, as a result. They benefit from both adult initiated activities and those they have chosen independently. A strength of the provision is its positive approach to inclusion which means that all children, including those with learning difficulties and/or disabilities, receive appropriate support and feel valued. A consistent approach to children's learning and development and welfare needs is promoted through partnerships with parents, though partnerships with other provisions are not yet fully developed. The provider has started to use self evaluation as a way of monitoring children's progress and identifying areas for further improvement.

What steps need to be taken to improve provision further?

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

- develop methods of observational assessment to inform planning the next steps in individual children's learning
- continue to explore ways of sharing information with any other provisions the children attend, for example, the school, in order to establish children's starting points and ensure that individual needs are fully met
- ensure that regular fire drills are carried out and record details of any problems encountered and how these were resolved
- make the club's policies and procedures readily available for parents, on a daily basis

The leadership and management of the early years provision

There are clear safeguarding procedures in place that help to ensure that children are protected from harm or neglect. Regular risk assessments are carried out and recorded and this means that risks to children's safety have been minimised. However, although the provider is aware of the need to carry out regular fire drills and has a fire drill log book, the children have not yet had the opportunity to practise a fire drill. All documentation for the safe and efficient running of the provision and to ensure that children's needs are identified is in place and well-organised. Written policies and procedures are shared with staff. Written information in the form of a parents' pack is routinely shared with parents when their child first starts at the club. This includes short policy statements about most areas of the club's operation. However, the club's full policies and procedures are currently not readily available for parents, on a daily basis.

The provider is aware of the importance of regular self evaluation in order to identify areas for further improvement. She has begun to involve staff and is in the process of drafting questionnaires in order to also involve parents and children in this process. To date, the provider has identified some areas of practice that she would like to develop further, for example, systems for carrying out and recording observations and the introduction of a key person system. However, these have not been fully implemented, as yet. The staff team have friendly relationships with parents and strive to work in partnership with them. Consequently, they get to know the children well and are able to meet their individual needs. Partnerships with other provisions the children attend, such as the school, are currently less well developed. The manager has, however, identified this as an area that needs to be improved and is exploring ways of doing this.

The quality and standards of the early years provision

Children enjoy their time at the club where they are able to learn through play, as well as enjoy some leisure time with their friends. They benefit from a good balance of indoor and outdoor activities and from opportunities to make independent choices in their play and to take part in activities that stem from their own interests. Provision for younger children is particularly good and includes a cosy and comfortable book corner and a well equipped home and role play area. Resources are plentiful, well-organised and in good condition. Staff sit with the children and provide appropriate support for them and this helps children to make progress in their language development because staff talk and listen to them, for example, asking them what they have been doing at school that day. In addition, there is a daily talk time where children eagerly share news with others. Children clearly see books as a source of enjoyment and spontaneously choose to look at books. Their writing skills are promoted because they can select materials for themselves, as they make up their own stories or play schools. Children have access to a range of resources that help to develop numeracy and problem solving skills, for example, as they play with pegs and peg boards and shape matching activities and practise their counting skills. Resources such as books and puzzles

help children to learn about other cultures and religions and to value each other's traditions and celebrations. Staff represent a good cultural mix and this helps to promote respect for others. Staff seek to establish children's starting points by talking to parents when children first start. However, as yet, they do not seek such information from others such as class teachers. Observations of children help staff to identify their needs and interests. However, as yet these are not consistently used to plan the next steps in children's learning.

Children behave well. They take part in drawing up club rules and staff regularly reinforce these so that children can learn right from wrong and become self-disciplined. Staff promote good behaviour through the frequent use of praise and encouragement. Children play co-operatively together, for example, as they make a snowman figure. They share, take turns and help each other. Children's health is appropriately promoted through the provision of healthy snacks, access to regular drinks and good opportunities for physical play. All dietary requirements such as allergies and religious and cultural considerations are appropriately recorded. There are suitable procedures in place for protecting children from the spread of infection, for example, staff remind all children to wash their hands before snack time. Although overall, children are safe at the setting, the lack of fire drills means that they are not fully aware of the action to take in the event of a fire. Security arrangements are good and include an entry phone system and good procedures for children's arrival and departure. Children are learning how to keep themselves safe because staff regularly remind them to be careful and to also be aware of the safety of others, for example, as they take part in a parachute activity.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2

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?	2
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?	2
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?	2

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

There have been no complaints made to Ofsted since registration.

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.