

Yardley Primary School After School Club

Inspection report for early years provision

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| Unique reference number | EY248932 |
| Inspection date | 23/10/2008 |
| Inspector | Lyne Lavender |
| Setting address | Hawkwood Crescent, Chingford, LONDON, E4 7PH |
| Telephone number | 0208 509 4636 or 020 8509 4612 |
| Email | |
| 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

Yardley Primary School After School Club registered in 2003 and is one of several out of school clubs operated by the YMCA organisation based within Waltham Forest. The setting is situated in the school grounds of Yardley Primary School in Chingford which is within the London borough of Waltham Forest. The provision operates from the school dining hall at Yardley Primary School. Children have access to the school outdoor play areas and toilet facilities within the main school building. A maximum of 40 children may attend the club at any one time. All children attend the school and the majority of these live within the local catchment area. The breakfast club opens each weekday between 08:00 to 08.55 and the after school club between 15.30 and 18:00, term time only. There are currently six children on the Early Years Register, 18 on the compulsory part of the Childcare Register and 15 on the voluntary part of the Childcare Register who attend the after school club. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Yardley After School Club provides very effectively for children in the Early Years Foundation Stage (EYFS). The experienced leader works both in the school and at the setting, knows the children well, and provides a valuable link between the two. Staff create a safe and welcoming environment that enables children to feel safe and prosper. The leader analyses the strengths and areas for development and works closely with staff to improve experiences for all who attend. Relationships with parents and carers are built on mutual trust and respect which benefits their children's well being and development. The club's capacity to improve is good.

What steps need to be taken to improve provision further?

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

- identify the skills to be developed through planned activities particularly in literacy and numeracy
- devise a simple system for assessing children's progress and recording achievement

The leadership and management of the early years provision

Leadership and management of the setting is good. The skilled play leader has inducted newly qualified staff into club routines and by example is raising their expectations of what children can achieve. This is a high priority as many children are in the care of the same staff from early morning at the breakfast club until they are collected in the evening. Parents are very supportive and speak highly about their children's welfare, one stating 'It puts my mind at rest when I am working as I know my child is safe and enjoying himself.' Good liaison with the

school's special needs coordinator ensures that information on children with learning difficulties is passed to their key worker in the setting and activities are suitably adapted.

There is no written self-evaluation document although the leader appraises all aspects of the provision. She is clear that the setting is to provide more learning and development opportunities but is rightly conscious that this should be distinct from the normal school day. A recommendation from the last inspection, to provide parents with the correct contact details for Ofsted and explain the role of the regulator in the complaints procedure, has been implemented. Effective steps are taken to ensure children's health and well-being, such as involving them in menu selection at supper time. Good use is made of the outside play area for physical exercise and for developing social skills. Staff plan an exciting range of activities based upon celebrations and festivals such as Halloween and Christmas. As yet, they do not fully identify the skills that need to be developed, particularly in literacy and numeracy or record the progress children make.

Procedures and policy documents are in order and comprehensive. The leader ensures they are rigorously put into practice to ensure children's safety and well being. For instance, constant reminders are given about the entry steps to the dining hall when children move in and out to the adjacent playground. Clear child protection procedures are in place and safeguarding children is given top priority, such as introducing new children to fire drills early in the term to familiarise them with safety regulations. Risk assessments are thorough and carried out on a daily basis before children arrive. A mess on the floor, for example, was quickly cleared up to avoid anyone slipping in the wet.

The quality and standards of the early years provision

Children eagerly await the beginning of club activities as they are escorted to the dining hall. Resources are set up in advance and all settle quickly to their chosen activity as they know what to do. Halloween is the theme of the week and children have put much effort into colouring, cutting and gluing card pumpkin faces, spiders, witches and cauldrons to decorate the hall for a school party. During creative sessions staff provide help if needed but encourage children to create their own masterpieces independently.

A spacious playground provides good opportunities for team games and group activities. Reception children are well on the way to meeting the early learning goals in physical development. Older ones are good role models and their ball skills and behaviour are often copied. Younger children enjoy repeating an activity they have mastered. A five year old demonstrated her dexterity with hula hoops. Not satisfied with rotating one round her waist and neck she managed two, saying 'You do it like this (demonstrating her proficiency). I'm going to show mummy!' Friendships are fluid and children mix amicably with different groups, or are happy to watch and chat with adults who closely supervise the games in progress.

Staff are aware of the need to maintain good standards of hygiene and ensure the kitchen is spotless for preparing supper. Children are well looked after, line up

quietly at the serving hatch and show good table manners when eating. Several said that the food is 'much more healthy than it was before' and they like the pitta bread fillings and choice of fruit, cereal and drinks. Older ones write and decorate the weekly menu sheet. This keeps reception children well informed about the choices that are available.

High value is placed on displays that brighten the hall walls. Children learn to use different techniques such as marbling and printing with blocks. A child proudly pointed out the Celtic patterns she had recently coloured, tracing the shapes with her fingers. Another showed her 'rock alien' on a group collage depicting a rocket launch.

Early years children enjoy participating in all the setting has to offer. They are happy, smile often and show good personal skills. They trust staff implicitly and do not hesitate to turn to them for help. They are encouraged to be self-reliant and make decisions for themselves. This is a strength of the setting.

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

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| 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

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| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 2 |
| 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? | 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

There have been no complaints made to Ofsted since the last inspection

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.