

# Chelmsford YMCA Out Of School Clubs @ Galleywood

Inspection report for early years provision

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<b>Unique reference number</b>	EY381433
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Jenny Howell
<b>Setting address</b>	Galleywood Infant School, Barnard Road, CHELMSFORD, CM2 8RR
<b>Telephone number</b>	01245354873
<b>Email</b>	
<b>Type of setting</b>	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

Chelmsford YMCA Out of School Club @ Galleywood is one of seven out of school clubs run by Chelmsford YMCA. It opened in 2008 and operates from the library and from a partitioned area of the hall of Galleywood Infant School in Galleywood, Chelmsford, Essex. All children share access to a secure enclosed outdoor play area. Children come from Galleywood Infant School and from St Michael's Junior School during term times, but also from the wider community during school holidays. The club is accessible to a variety of users.

The club is registered on the Early Years, Compulsory and Voluntary parts of the Childcare Register. A maximum of 20 children may attend the club at any one time and there are currently 20 children on roll. The club is open each weekday from 07:30 to 09:30 and from 15:00 to 18:00, while the holiday club is open during school holidays from 07:30 to 18:00. The out of school club can support a number of children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The out of school scheme employs two members of staff, one of whom holds appropriate early years qualifications and one is working towards an appropriate qualification. The setting receives support from the local authority and from 4Children.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual needs are recognised and met by staff who work well as a team. Children's welfare is generally promoted through the simple procedures and routines which are in place, though in the event of an emergency, staffing arrangements are not currently sufficient. Partnerships with parents and school staff ensures that relevant information is shared on a daily basis. Simple monitoring and self-evaluation takes place which has allowed the club to identify some areas for development.

## What steps need to be taken to improve provision further?

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

- ensure that staffing arrangements are organised to meet the needs of all children at all times
- review routines to more effectively promote active learning
- implement a system of self-evaluation in order to support continuous improvement
- develop the use of sensitive observational assessment in order to support children in making progress towards the early learning goals.

## **The leadership and management of the early years provision**

All the required records, policies and procedures are in place to support the smooth running of the club. They are well-maintained and shared with parents where appropriate. Suitable levels of staff hold appropriate qualifications, including first aid. All staff undergo checks through the Criminal Records Bureau, and while these are pending they are never left alone with children. However, there are not currently sufficient numbers of fully checked staff present to ensure that children could be cared for appropriately in the event of an emergency.

Children are cared for in a safe and secure environment, where daily risk assessments take place to ensure that hazards to children are minimised. Toys and equipment are in good condition and are appropriate to the ages of children using them. Food is prepared hygienically and tables are always cleaned before children eat at them. Staff understand child protection procedures and always put the welfare of the child first.

Good use is made of the available space and resources. These are organised to provide children with opportunities to talk and eat together, to exercise, to enjoy messy play and craft activities and also to rest and relax. Staff work well with children to support their play and ensure they have a safe and enjoyable experience. However, at times, routines followed at the start of the session impact on the time available for children to play freely.

Staff are able to reflect on the quality of the provision and plans are in place to make improvements, for example to the premises. However, there is not yet any formal process of self-evaluation in place which will support staff in continuously improving.

All children are fully included and have their welfare needs met. Staff work well with parents and other professionals to ensure that children's individual needs are identified and met at all times. This includes taking account of allergies when planning snacks and meals and adapting routines to ensure that all children feel confident and secure.

## **The quality and standards of the early years provision**

Staff support children very well. They welcome each child warmly and show an interest in what they do and say. Children enjoy different areas in which to play, making good use of indoor and outdoor areas. A good balance of planned and free-choice activities are available, with children able to choose what interests them most.

Staff are able to identify the learning and development stages children have reached, however they are not yet using information from these observations to plan activities which will help individual children make progress towards the early learning goals. Staff plan activities to provide children with a variety of play and learning opportunities, often themed around seasonal events such as Pancake Day

or Christmas. These activities cover all areas of learning and are based on children's interests. Children enjoy good opportunities to socialise and are encouraged to talk about interesting or important events in their lives. Children are well supported in developing an understanding of the needs of others as they play together cooperatively, share resources and are thanked and praised for helping out. During the holidays children enjoy trips and outings around the local area including, for example to the cinema and the common.

Children's welfare and safety are promoted well. Staff also promote children's health and well-being as they provide healthy, nutritious snacks and meals. Frequent opportunities to exercise is provided through outdoor play, such as football and skipping, and indoor team games. Good relationships are developed with parents, which helps to ensure that staff can share all relevant information with them at the end of each session.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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](http://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.