

Kingston and Wimbledon YMCA Out of School Care and Creche (Activity Centre)

Inspection report for early years provision

Unique reference number	EY290509
Inspection date	11/05/2009
Inspector	Patricia Ann Edward
Setting address	YMCA, 200 The Broadway, London, SW19 1RY
Telephone number	0208 5429055
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 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).

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

YMCA Out-of-school club and Crèche opened in 2005. It operates from the YMCA day care area, in Wimbledon, located in the London Borough of Merton. A maximum of 40 children may attend the after-school club and a maximum of 16 may attend the crèche at any one time. The after-school club operates Monday to Friday from 15:00 to 18:00 term time only. The Crèche operates term times only from 09:00 to 18:00.

There are currently 46 children aged from three to eight years on roll at the after school club, only 12 of these are Early Years Foundation Stage (EYFS) pupils at present. The setting is registered on the compulsory and the voluntary parts of the Childcare Register, also the Early Years Register. Children come from local schools in the area. The after-school club employs four full-time members of staff, of the staff, two including the manager, have appropriate childcare qualifications, one of the staff is working towards a qualification.

Overall effectiveness of the early years provision

The out of school provision is satisfactory overall. Staff provide a friendly, safe environment where children feel welcome. They implement policies and procedures that safeguard children and promote inclusion. Staff share some information with parents, although links with others, such as teachers at local schools, are in their initial stages, to ensure continuity in children's care and learning. Managers and staff are developing an understanding of the benefits of evaluating the provision to identify and act upon some areas for development. Staff do not regularly observe and assess children's development to enable a full evaluation of children's progress and the effectiveness of their provision.

What steps need to be taken to improve provision further?

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

- further develop partnerships with parents and reception teachers to ensure that individual children's progress is known and complemented in the out of school club
- increase range of activities to enable both younger and less confident children to visually see the large selection of toys and equipment, play resources and which reflect the six areas of learning
- enhance the risk assessments to take account of the sports hall
- introduce a formalised system to ensure that the good self-assessment that takes place is scheduled and recorded.

The leadership and management of the early years provision

The club provides a friendly environment for children who attend after school, they arrive happy and content. The staff are in the early process of developing their understanding of, and implementing the EYFS, as it relates to their setting, although this is not yet fully developed or fully implemented currently. The necessary records, documentation, and policies and procedures are in place and are maintained, in an appropriate manner and contain the necessary detail. Links are in place between staff, parents and the school and result in information being shared well and passed onto parents via staff from the school, of for example, accidents.

Children are assigned a key person in order to promote their individual needs. The setting's commitment to making improvements is demonstrated by the recommendations that were set during the last inspection being addressed. Although there is no self-evaluation in place, the manager is able to verbalise her plans for the future. She recognises the need for planning and working in partnership with parents and other professionals.

Children are safeguarded because staff are vetted to ensure their suitability to work with children. Staff know the procedures to follow and who to contact should they need to report a concern. The security of the premises is effective and visitors are required to sign in and out of the building. Children travel from nearby primary schools on a minibus which is supervised by a member of staff. Parents receive some information regarding the types of activities the children are able to access, policies and procedures, some of which are displayed. They complete a registration form detailing health and dietary needs, and parental consent is obtained for emergency medical treatment or advice.

The quality and standards of the early years provision

Children enjoy their time at the club and benefit from a happy and friendly atmosphere. Activities and resources are set out on tables and mats before the children arrive. Staff speak kindly to the children and offer them praise. The group mainly comprises of children in the later years age group. Secure relationships are evident between children and staff. Children of all ages play together happily, for example, when making Christmas decorations or playing board games such as 'Who wants to be a millionaire?' The insufficient understanding and knowledge of the EYFS means that children are not fully supported in making progress towards the early learning goals. At present, there is no formal planning in place and no assessment of children's progress.

All children are confident in their surroundings and have limited opportunities to make independent choices of the activities they wish to take part in. Although the children appear generally occupied, the curriculum does not support their learning and development in all areas of learning. For limited observations are completed and plans do not cover the six areas of learning. Children develop their numeracy

as they play board games. A range of creative activities encourages children to express themselves freely and to develop their artistic skills.

Children enjoy healthy snacks and always have access to drinking water throughout the session. Appropriate hand washing practices are in place, which reduces the risk of cross infection sufficiently. Staff remind children about acceptable behaviour levels and promote good manners. Children develop an awareness of keeping safe and know they must ask a staff member if they need to use the toilet. They enjoy many opportunities for access in the sports hall to engage in range of physical activities, such as hockey.

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?	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

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