

Invicta After School Club

Inspection report for early years provision

Unique reference number	EY302792
Inspection date	13/02/2009
Inspector	Marcia Robinson
Setting address	Invicta Hall, Strandfield Close, LONDON, SE18 1LA
Telephone number	0208 317 7809
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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 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

Invicta After School Club was registered in 2005. It is privately owned and operates from Invicta Community Centre in the London Borough of Greenwich. The club is accessed via the ground floor of a community hall and has access to toilets, a small kitchen and an outside play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 24 children aged under eight years at any one time. There are currently 12 children on roll. Of these, three children are in the early years age range. A maximum of 24 children may attend the out of school club at any one time. The out of school club employs three members of staff, two of whom hold an early years qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The setting is not actively promoting children's individual needs, as a result of staff's limited knowledge and understanding of the Early years Foundation Staff (EYFS). Staff have an understanding of the needs of the children, their relationships with parents and carers are friendly but not focused on children's learning and development. Although children play in a generally safe and secure environment, the manager has not undertaken any form of self-evaluation. As a result, the setting is not aware of identifying weaknesses to make improvements in the service provided.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- | | |
|---|------------|
| • develop knowledge and understanding of the learning and development requirements, including the six areas of learning and the early learning goals (Organisation) | 31/03/2009 |
| • plan and provide a suitable range of resources and activities which are reflective of all six areas of learning, and are appropriate for individual ages and stages of development of children attending (Organisation) | 31/03/2009 |
| • carry out a full risk assessment of each type of visit including journeys to and from school (Suitable premises, environment & equipment) | 31/03/2009 |
| • undertake sensitive observational assessment in order to plan to meet all children's individual needs (Organisation) | 31/03/2009 |
| • ensure the daily record of children's attendance states | 31/03/2009 |

the names of the children's key workers
(Documentation)

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Organisation) (also applies to the Compulsory part of the Childcare Register)

31/03/2009

To improve the early years provision the registered person should:

- continue to develop effective links with other providers to ensure that what you provide complements the education and care the child receives in other settings
- further promote health by ensuring snacks are consistently healthy and fully promote children's self help skills
- ensure that all visitors to the setting sign the visitor's book

The leadership and management of the early years provision

Practitioners are well deployed within the setting and ratios are maintained at all times, which ensures that children are always supervised and their general care needs are met. The premises are generally safe and secure and systems are in place to ensure that un-vetted adults do not have unsupervised access to the children. There is no systematic process in place to monitor and evaluate the quality of provision for children, as the day-to-day manager and the individual owner of the setting do not liaise enough so they are fully involved in evaluating the provision. The setting demonstrates limited capacity to improve practice to benefit the children. Staff have attended a number of training sessions, but these have been ineffective in constituting improvement or change. For instance, courses in developing knowledge and understanding of the EYFS have had little impact on improving outcomes for children. Furthermore, the setting have not acted on all the recommendations highlighted at the previous inspection to secure continuous improvement, including making provisions to fully promote children's self help skills at tea-time.

Links with the school, are developing as staff recognise the need for greater involvement to ensure that what they provide complements children's progression and continuity of learning and care. Staff demonstrate a good working relationship with the parents, who receive daily verbal feedback on their child's time at the club. A parents' notice board and an information pack provide parents with information about the setting. However, there is limited information available to parents regarding the Early Years Foundation Stage and for there to be a regular exchange of communication about children's learning and development to fully promote partnership with parents.

Children are not adequately safeguarded. Practitioners have limited understanding of what to look out for and how to report appropriately. They are not fully confident in their knowledge and understanding of what to do if allegations of abuse are made against a member of staff. Furthermore, the local safeguarding

procedure was not available for inspection to ensure children's welfare is fully safeguarded. Regular fire drills are carried out and although risk assessments are in place, these are not fully effective. For instance, some electrical sockets are accessible to children and risks assessments for escorting children from school are not in place to fully ensure children's safety. In addition, not all records required in specific legal requirements are recorded, such as a daily record of the names of the children's key workers. Furthermore, inconsistent recording of visitors to the setting means that children's safety is not fully ensured.

The quality and standards of the early years provision

Children are settled and play co-operatively alongside their peers during group activities. They are familiar with the daily routine and aware of what is expected of them during the session. They behave well and practitioners reward children's good behaviour with praise. Consequently, children are secure and at ease with themselves and with practitioners who are warm and caring towards them. Staff demonstrated limited understanding of the learning and development requirements. Consequently, they fail to fully support children's learning with a broad range of planned and purposeful activities. For example, the presentation of the uninviting book corner and the inaccessibility of some resources, such as construction sets, which were stored in containers difficult for children to open as well as the role play area, which was packed away and so, not available for children to act out everyday situations. This means that children are not provided with a learning environment that is stimulating them to play, practise and develop skills across the six areas of learning. Indoor physical play activities, such as parachute games and walking on stilts are regularly available to promote children's co-ordination and balancing skills, although the provision for children to participate in planned outdoor play is limited. Children have access to a basic selection of activities throughout the session, such as books, football tables, board games and colouring books, which have been set out by practitioners beforehand. This impacts on children's ability to make informed choices during play and hinders their independence skills. It also means that the limited range of activities and experiences offered is too narrow to cover the areas of learning and consequently, promote children's progress towards the early learning goals.

Staff demonstrate some knowledge of what particular resources the children like to play with, such as drawing, imaginative and physical play. Creative materials such as colouring books and pens are available for children. However, planning is not being completed in the setting and systems for tracking children's progress are ineffective. This is because, staff do not continuously observe all children in their play or assess their achievements. Therefore, they do not have a secure basis on which to plan activities for individual children's learning and development. For example, the role play area is packed away and therefore, not accessible to children.

Practitioners do not effectively promote the overall welfare of children. Although systems are in place for recording accidents and dealing with medical emergencies, there are no written procedures to guide staff in their work. Specific information regarding the dietary needs of children have been obtained but particular needs

arising from their home language, culture or religion are not recorded to ensure children's individual needs are fully met. Children have access to fresh drinking water throughout the session but they do not consistently learn about the benefits of a healthy diet. This is because children are regularly offered white bread sandwiches, filled with the same choice of spreads each day so, as a result they are not offered a varied choice and have too few opportunities to learn about and taste foods from around the world.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
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?	4
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

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

31/03/2009