

# YMCA Hawker Centre Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	152887
<b>Inspection date</b>	05/05/2009
<b>Inspector</b>	Christine Stimson
<b>Setting address</b>	Lower Ham Road, Kingston upon Thames, Surrey, KT2 5BH
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<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 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

The Hawker centre is run by the YMCA and it serves people mainly in the local and surrounding areas. It is located on the outskirts of Kingston Town centre and was registered for children's activities in Nov 1992; it is used by members of the public and other community groups. The centre runs a crèche and play scheme as well as a breakfast and after school club. All children have use of the outdoor play area.

The play scheme runs in the school holidays from 8.30 - 17.30 Monday to Friday. Children usually go on one outing a week. The crèche runs throughout the year from 9.30 - 12.00 Monday to Friday. The breakfast and after school club runs term time only from 07.45 - 09.00 and 15.00 to 18.00 and serves four local schools. A mini bus is used to transport children to and from two of the schools.

The childcare facilities are registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 60 children at any one time and there are 210 children on roll that attend the childcare facilities in the centre. The after school club currently have seven children on roll who are in the early years age range.

The centre employs thirteen childcare staff and over half of them hold childcare qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club enables children to relax in a child friendly environment where staff set out toys and activities to encourage children to play, however children cannot access other resources for themselves. Staff know the children well, but do not yet plan activities based on children's individual interests and abilities and have yet to devise a system to monitor children's progress. All regulatory documentation is in place and the policies and procedures that guide practice are shared with parents. Inclusive practice is promoted as staff have built relationships with parents and are welcoming to children and volunteers who have learning or physical difficulties. They have yet to establish the same rapport with the teachers at the schools the children attend. Management strive for continuous improvement by encouraging staff to embrace training opportunities and by keeping in touch with local authorities to help improve the provision.

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

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

- make sure children access resources that reflect diversity as part of their integral play, particularly relating to images of disability
- ensure when planning for the group staff focus on children's individual and

- present learning needs, interests and achievements
- ensure resources are organised to enable children to have choice in their play and devise a system to ensure the resources are maintained in good condition, do not lack parts and are used to enable children to gain maximum effectiveness from their play
- devise a system to ensure the practitioners of the schools the children attend share learning records and any other relevant information to enable you to support each child's learning journey
- make sure observational assessment is undertaken to meet children's individual needs and use these observations to help children to their next step of development

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

The after school club was the only facility inspected as the crèche was closed and the play scheme was not operating on the day of inspection.

Staff welcome children who arrive from their schools at different times and encourage them to participate in the activities set out for them; however, children cannot self select resources to make a choice in their play. Some of the games and puzzles available to children lack parts and this is disappointing for children.

Details of group planning are on the wall divided into areas of interest and children are asked by staff what type of group activities they would like to do for the following week. Staff are still developing their knowledge of the Early Years Foundation Stage (EYFS) and are not planning activities based on each child's interests and abilities. They have not established a routine of making observations on children's play to enable them to plan for each child's next step of development. The leaders of the club are aware of their strengths and weaknesses and are aiming to improve practice through training opportunities and by seeking advice from the early years advisor. They have been evaluating their practice by asking staff to identify areas for improvement in the form of a questionnaire.

Inclusive practice is promoted as staff at the club have a good rapport with parents and keep them informed both verbally and through a monthly newsletter of events relating to the club. A parents notice board enables parents to see at a glance staff qualifications, what snacks children are having and to look at the policies and procedures that guide practice. Parents speak highly of the club, commenting their children enjoy attending and come home with lots of art and craft items they have made whilst at the club. Staff have not yet established links with the local schools they serve to enable them to find out what children are learning so they can plan activities to compliment this.

Staff at the club have a sound knowledge of how to safeguard children and have attended training to gain confidence in making referrals if they have concerns about a child's well being. Risk assessments are in place for the indoor and outdoor areas used by children and these are checked daily to ensure children play in a safe environment.

## The quality and standards of the early years provision

Children are happy, relaxed and enjoy their time at the club. Music plays softly in the background of the club helping children to wind down after school. Children link up with friends from their own school and from other schools, forming firm friendships with each other. The activities laid out by staff are age appropriate and simple rules ensure popular activities like the play station are not dominated by the older children to the detriment of the younger ones. For example, a list is made and each child gets a 10 minute slot or one race. Children can put their names down and staff oversee this to make sure it is being done fairly.

Children enjoy a nutritious snack made in the centre's canteen and they sit together at tables chatting about the days events and planning what they will do next in the club. Staff make sure children get into a routine of washing their hands before tea and after using the toilet, which helps them develop good hygiene practice. Outdoor play is usually organised after tea and most children take the opportunity to go out and play in the fresh air. Once outside they can play on the tennis courts using scooters, footballs racquets and small balls. Games of football and basketball are sometimes organised in other areas of the centre and children have opportunities to clamber on a climbing frame to develop their physical skills. Children play well together with different age groups joining in games where they take turns, share and listen to each other. Children are well behaved and respect staff and each other and staff are skilled at defusing minor disagreements.

Imaginary play is encouraged by staff who make sure children have access to dressing up clothes, dolls, prams, cars and garages. Although there are some ethnic dolls and some books that depict people from other cultures, there is a lack of resources showing positive images of disability. Construction sets enable children to build using their imaginations and today children made a tall figure from building blocks. They put a smiley face brick on the top and called a member of staff over to tell her this was a model of her. They were praised for their efforts. Children behave well. They are interested in activities and games and enjoy the social interaction with their peers, older children and staff. They receive frequent praise and positive language, for example, "please" and "thank you" are used by staff and children are expected to respond accordingly.

Children's awareness of their own and each other's safety is encouraged well. For example, through clear explanations before going outside to play with reminders to stay within designated areas and keep staff in sight. Children are well supervised when they are outside with staff taking registers with them to ensure any children leaving with parents have their time of departure noted. An area for children who prefer quieter activities is used in the form of a chill zone tent and children go in there to chat, read or play board games.

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

### Leadership and management

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

<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>	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?	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

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## **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