

Children Making A Change

Inspection report for early years provision

Unique reference number

EY344572

Inspection date

09/03/2009

Inspector

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Setting address

Wembley Primary School, East Lane, Wembley, Middlesex,
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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 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

Children Making A Change out of school club is privately owned and operates from the junior hall in Wembley Primary School, in the London Borough of Brent. All children share access to a secure outdoor play area. The provision is based on the ground floor with easy level access to the building and outdoor area.

A maximum of 20 children may attend the out of school facilities at any one time. There are currently two children on roll within the early years age group. Children within the later years age group are also in attendance. The provision is open each weekday from 15.30 to 18.00 in school term times. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five staff employed to work with the children. However, only two staff, including the manager/owner hold relevant child care qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The provision does not adequately support or enhance children's learning and development and children's individual needs are not identified or addressed. This is as a result of the practitioner's limited knowledge and understanding of the Early Years Foundation Stage (EYFS) and welfare requirements. The setting has made little improvement since the last inspection and as a result the staff do not support children sufficiently within the early years age group. The setting does not self evaluate their practice therefore affecting their ability to identify areas for continuous improvement. The provision has in place some systems to share information with parents, but this is not extended to other professionals involved in the care and education of the children.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

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:

- take necessary steps to safeguard and promote the welfare of children, particularly by ensuring all staff have an up-to-date understanding of safeguarding children issues (Safeguarding and promoting children's welfare)(this also applies to the compulsory and voluntary part of the Childcare Register) 21/04/2009
- ensure all members of staff are able to implement the 21/04/2009

safeguarding policy and procedure (Safeguarding and promoting children's welfare)(this also applies to the compulsory and voluntary part of the Childcare Register)

- ensure sensitive observational assessments are undertaken in order to plan to meet young children's individual needs (Organisation) 21/04/2009
- take action to ensure half of all staff, other than managers or supervisors, hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council)(Suitable people) (this also applies to the compulsory and voluntary part of the Childcare Register) 01/04/2009
- ensure staff develop their knowledge and understanding of the Early Years Foundation Stage statutory framework and practice guidance (Suitable people) 21/04/2009
- ensure there are effective systems in place to ensure that the individual needs of all children are met (Organisation) 21/04/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 21/04/2009
- ensure each child is assigned a key person (Organisation) 21/04/2009
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, particularly by ensuring continuity and coherence by sharing relevant information with other professionals, parents and carers where children receive education and care in more than one setting (Organisation) 21/04/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

Through discussion, the manager was able to demonstrate that they do have some systems in place to work with parents, they provide parents with daily verbal feedback and a notice board is available which contains some information about their policies and procedures. However, these links are not effective and parents are not involved in their child's learning or development. In addition, the setting has not made links with others professionals involved in the care and education of the child within the EYFS framework. This affects how well the children's learning is supported and enhanced.

The setting do not self evaluate their practice which has an impact on their ability to identify areas for continuous improvement. In addition, they have not kept themselves up to date with changes to legislation that affect daily practices. For instance, staff have limited knowledge of the EYFS and they do not consistently record their hours of attendance, which has implications in the event of a fire. The provision have not made significant improvement since the last inspection, consequently this has had a negative impact on the children's welfare and how well their learning and development is supported.

The setting do not place sufficient emphasis on inclusion as the individual needs of all the children are not adequately met or identified. For example, children's individual interests are not taken into account when planning activities or observations conducted to ensure children's progress is monitored and supported. Furthermore, children are not allocated a key person, which would contribute to making them feel secure, confident and promote their self-esteem. Children have some opportunities to learn about their own and other people's cultures as the setting acknowledge some festivals and events such as Diwali, Chinese New Year and Black History month.

Appropriate children's records are maintained and relevant levels of consent are in place. Policies and procedures are in place to support practice along with written risk assessments. However, practitioners do not have a sufficient understanding of the content of these to ensure the welfare and safety of the children. For example, practitioners have a limited understanding of the possible signs and symptoms that may be displayed if abuse is suspected. In addition, none of the staff working directly with the children, with the exception of the owner and supervisor, hold appropriate qualifications. This has an impact on how well children's learning is supported and enhanced and on their welfare.

The quality and standards of the early years provision

In the main children are settled and involved in the activities on offer. Children are able to choose which resources they play with and spend periods of time busily engaged in games such as dominoes and connect four. However, the staff do not support or complement children's learning and development. This is as a result of the practitioner's limited knowledge and understanding of the learning and development requirements of the EYFS. Although there are basic plans in place which identify activities for all the children, these do not cover the six areas of learning or take into account the children's interests or contributions. There are no systems in place for observing and assessing the children's learning and development. As a result, the children's individual interests and learning needs are not identified or met.

Children have some opportunities to develop their physical skills and health as they are able to access the school playground where they can play with balls and run around. Children are offered healthy food and drinks that take account of their individual dietary needs. They are provided with snacks such as crackers with a selection of spreads, carrot sticks and fruit. Children are encouraged to wash their

hands before eating, but they do not learn the significance of making healthy choices or why good hygiene is important as adults do not have these conversations with the children.

Children are generally well behaved. In the main, children's behaviour is managed satisfactorily by staff who use appropriate methods. However, this is not consistent as some staff mainly give instructions to children and do not explain why certain behaviour is not acceptable. The children are aware of the rules of the setting as staff have involved them in writing up the rules of the club. Children are reminded of what is appropriate behaviour and the consequences of their actions. For example, two children used the pool cues as swords, a member of staff spoke to the children and reminded them about the safety implications of their actions.

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?	4
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?	4
How well are children helped to stay safe?	4
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?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

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

Not Met (with actions)

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 (Safeguarding and promoting children's welfare and Suitable people) 21/04/2009

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

- take action as specified in the compulsory section of the report (Suitable people and Safeguarding and promoting children's welfare) 21/04/2009

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.