

# Waltham Forest Asian Mothers Group

Inspection report for early years provision

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<b>Unique reference number</b>	EY227193
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Jane Davenport

<b>Setting address</b>	2a Boundary Road, Walthamstow, London, E17 8JU
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<b>Telephone number</b>	020 85200373
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Waltham Forest Asian Mothers group was registered in 2002. The holiday play scheme and out of school provision is run by a management committee. It operates from four rooms in a commercial building in the Walthamstow area within the London Borough of Waltham Forest. A maximum of eight children may attend at any-one time. The play scheme is open from 10.00 to 15.00 on Mondays to Thursdays during the half-term, Easter and summer holidays and the Ramadan period. The group also opens on Saturdays and Sundays from 10.00 to 15.00 during school term-time.

There are currently two children from five to under eight years on roll, one of whom is in the Early years Foundation Stage (EYFS). They attend for a variety of sessions. Children aged over eight years also attend. The setting supports children with learning difficulties and physical disabilities and also children who speak English as an additional language.

The group employs nine members of staff, including the manager and registered person, who work directly with the children. One member of staff holds an appropriate early years qualification and six members of staff are working towards gaining NVQ level two and three.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children are warmly welcomed by a kindly staff team who provide a relaxing period of companionship, play and worthwhile activities. Strong partnerships with parents help to ensure all children are included and their individual needs supported. Staff recognise the uniqueness of every child who attends and they readily adjust the provision for children of different ages and abilities. Planning for improvement, including processes of self evaluation are not yet fully developed.

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

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

- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- develop further the assessment system to make it clearer how children are progressing towards the early learning goals and ensure their next steps in learning are identified.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all

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times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

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

All recommendations and actions from previous inspections have been implemented. Staff enthusiasm, teamwork and skills result in a secure setting highly appreciated by parents and children, with a lively and inclusive ethos.

The manager and staff compile all of the required policies, procedures and records for the children including attendance, medication and accident information. Minor issues were identified, for example, the system to inform parents of accidents and to obtain their countersignature is not currently sufficiently robust. In other ways the documentation is maintained efficiently to promote the smooth running of the setting for the children. All members of staff are vetted for suitability when they take up their employment. Staff have a sound understanding of their responsibility to keep children safe, but recognise that only one member of staff has accessed any recent training to update their first aid training. Although other staff members have a satisfactory knowledge of first aid practice, this means that it is not always possible to ensure that at least one person with a current paediatric first aid certificate is on the premises and on outings at all times when children are present. Collection of children from their homes by minibus is well-organised to ensure their safe transition to the group and risk assessments are mostly well considered. Staff deploy themselves appropriately to support children's independent play choices throughout the session, both indoors and out, ensuring children are fully supervised at all times.

The manager has an informal system in place to monitor and evaluate the provision and is aware of some of the areas for development. However, methods of identifying weaknesses in order to implement improvement are not consistently effective because structured quality checks and self assessment are not carried out.

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

Staff know all the children very well and help children develop a strong sense of belonging to the group. Children are familiar with the routines and are encouraged to feel at home. They arrive happy and eager to participate. They enjoy their time in the setting and gain confidence through consistent routines and close relationships with the friendly, caring staff. High quality adult-child interactions and excellent staffing ratios are supportive of communication skills.

Activity plans and photographs shows that children are regularly taken out on visits to local parks, neighbouring country parks with boat and fishing lakes and

occasional trips to the seaside, all of which, contribute to children's physical development and good health. Staff further encourage children's communication and language skills through simple discussions at group times, story tapes, sign language and talking to some children in their home language. Children also learn about the features of their local environment through visits to the group's allotment to plant and observe the growth of flowers and vegetables. Children are able to take part in activities that aim to help them experiment with paint and arts and crafts. A range of toys and activities that reflect positive images of diversity is accessible to children and close liaison with parents and outside agencies enables staff to meet children's individual needs.

Staff demonstrate a sound understanding of healthy eating, including the need to have drinking water accessible at all times, and there are suitable storage facilities for the food provided by parents to help maintain freshness. Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. These include organised games and sports activities such as football. They demonstrate an appropriate sense of space and move confidently, supported by staff where necessary, during physical activities.

Children generally behave well. Some children present with challenging behaviour as part of their specific needs and staff are very supportive of these children. They have high expectations and set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Staff increase children's understanding of right and wrong; they respond to gentle reminders to care for their environment, the play resources and one another. Staff are beginning to observe and record younger children's progress, although all staff are not yet fully familiar with the EYFS.

## 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?	2
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:

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 10/07/2009

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 early years section of the report 10/07/2009