

Childville Centre

Inspection report for early years provision

Unique reference number EY380392
Inspection date 26/02/2009
Inspector Rufia Uddin

Setting address Becontree School, Stevens Road, DAGENHAM, Essex, RM8 2QR
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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

Childville Centre is run by Childville Centre Ltd. It was registered in 2008 and operates from Becontree Primary School in the London borough of Barking and Dagenham. The group operates from the infant hall. There are two secure outdoor play areas. The provision is accommodated on ground floor level and a ramp provides ease of access.

The setting is registered to provide care for a maximum of 30 children from three years to under eight years at any one time. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll. The setting is open each weekday from 07:45 to 09:00 and again 15:00 to 18:00 during term time. The provision is registered to provide care for a maximum of 30 children from four years to under eight years at any one time and the playscheme opens from 07:45 to 18:00 during school holidays. Children who attend are pupils from the school and from another local primary school, St Vincent's Primary School. The club employs four members of staff working directly with the children. The manager has a level four certificate in Early Years practice and all other staff hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and well settled in an inclusive setting where they are respected and valued as individuals. They are healthy and have developed secure relationships with the staff and their peers. Children benefit from an excellent range of measures to ensure their safety. The staff's clear understanding of their individual needs contributes to the good progress children are making in their learning and development. Procedures are in place to overcome potential barriers, working well in partnership with parents and other agencies. Effective self evaluation has a positive impact in bringing about sustained improvement.

What steps need to be taken to improve provision further?

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

- continue to develop observation, assessment and planning systems to provide informed planning of activities.
- continue to develop effective partnerships with parents, for example by developing opportunities to discuss children's progress and development with parents.

The leadership and management of the early years provision

Children's care and learning is enhanced because the provider and staff share a common sense of purpose. Management have good aspirations for quality, which is evident through the effective monitoring and evaluation systems implemented. Secure procedures to recruit, appoint and induct new practitioners ensure children are cared for by well qualified and experienced adults. Good systems to monitor staff performance and development, including appraisals, help practitioners celebrate achievements, identify targets and training needs and increase their skills in relation to the responsibilities they have within the group. Evaluation is undertaken by staff, parents and children, and the information gained is effectively used to help devise actions that lead to improvement. Partnership with parents is valued, and is developed through a range of procedures, for example by giving parents written information about the group. The introduction of parents' evenings is something that the manager is considering to further develop partnerships with parents. Practitioners effectively work in partnership with other agencies to support children.

Children move safely, freely and independently around the rooms used for childminding. Daily checks of the premises and outdoor areas by the staff and their good supervision of children help ensure they are protected from harm. There are written records of risk assessments. Excellent procedures are implemented to fully safeguard children. Staff have a secure working knowledge of child protection issues and undertake ongoing training in this area. Procedures, such as those concerning the arrival and collection of children and the monitoring of students and visitors, ensure children are protected across the session, and high quality risk assessments relating to indoors, outdoors and outings ensure children's safety remains a priority at all times. Arrangements for safeguarding children are robust and regularly reviewed to ensure children are well protected and cared for by suitably qualified and experienced staff. They attend regular training and guidance to make sure they are always up to date with any safeguarding children policies and legislation. Robust procedures are in place to ensure children are collected safely. Children sign in and out daily. There are secure systems to recruit, appoint and induct staff and monitor ongoing performance, and the entry system ensures identification of any visitors which further helps to safeguard children. Risk assessment are completed regularly and safety checks are completed daily.

The quality and standards of the early years provision

Children are cared for in a safe and supportive environment where their individual needs and abilities are nurtured. Clear policies and procedures help the group operate smoothly and efficiently and are used effectively to promote the welfare, care and learning of all the children.

Their welfare is well promoted through the effective implementation and consistent monitoring of policies, procedures and practice. Children benefit because a strong emphasis is placed on helping children learn how to keep safe. Children learn about road safety when on outings. They are aware of dangers around them, for example when using knives to cut fruit, and learn how to handle these well,

recognising the dangers of leaving tools and utensils lying around. The outdoor environment is used well enabling children to extend their learning across all areas. Children participate in well planned large and small group activities, which are well organised with clear learning intentions. They arrive and confidently make themselves at ease. Children benefit from good behaviour management, they know and understand the rules and happily comply with these. The staff are positive role models, treating children with care and respect. The children play well together, negotiating, sharing and taking turns. They are praised for positive behaviour, such as helping to tidy up. There are reward systems in place to promote positive behaviour such as star charts or weekly goals. The group provides a flexible service, to accommodate parents and children's needs, for example staff share information about children's care with parents each day and passes on any important information from school.

Secure planning ensures all aspects of the curriculum are included, and activities are pitched at the appropriate level. A new assessment system is being introduced to monitor children's ongoing progress towards the early learning goals and identify the next steps for their individual learning.

Children become aware of diversity through themed activities and discussions and the celebration of different events, cultures and festivals such as Ash Wednesday and Maha Shivaratri. Children painted tea light lamps for Diwali. Individual home languages and culture is promoted within the setting and this is continuing to be developed. Children enjoy opportunities to investigate change, cooking pancakes and exploring different media. Children benefit from and enjoy activities such as jewellery making, using strings and beads. They benefit from opportunities to develop their information technology skills and skills that will enhance their future economic wellbeing, for example by playing with computer to extend their problem solving, reasoning and numeracy skills.

The manager has a good knowledge and understanding of the requirements to record accidents and any medication administered to children and uses documentation to do so. Staff obtain detailed information from parents and carers around children's medical requirements and requests written parental consent to seek emergency medical treatment. Secure procedures are in place to respond to accidents and all arrangements are discussed and agreed with parents, ensuring children's health and safety remains a priority at all times.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
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

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

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

There have been no complaints made to Ofsted since the last inspection.

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.