

# Granary Kids club

Inspection report for early years provision

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**Unique reference number**

EY381711

**Inspection date**

13/05/2009

**Inspector**

Julie Biddle

**Setting address**

Grimsdyke First & Middle School, Sylvia Avenue, PINNER,  
Middlesex, HA5 4QE

**Telephone number**

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**Email**

**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**

Granary Kids Club was registered 2008. It operates from the canteen in Grimsdyke first and middle school in the London Borough of Harrow. The kids club serves the families of children attending the school and the local area. Children attend for a variety of sessions. The group opens five days a week during school term times, sessions are from 15:15 until 18:00. The club currently has 18 children on roll of whom 2 are in the early years age group.

Two qualified members of staff work with the children. A further member of staff runs a cookery club that is offered to the children once a week.

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

Overall the quality of the provision is good. The club provides a fun, busy and safe environment for children after their school day. Children are very much valued as individuals and treated with warmth and respect by the staff. The manager demonstrate a positive attitude and commitment to improving the quality of care and learning experiences, for the benefit of the children. The effective relationships between parents and carers ensure the children's individual needs are met, an inclusive and a very welcoming service is provided by the staff in the club.

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

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

- continue to develop observations, planning and assessment processes

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

- maintain a daily record of children looked after on the premises and their hours of attendance

04/06/2009

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

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) and incorporate the curriculum successfully in the setting.

Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitable to do so. Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned about a child. All documentation is in place as required however, the daily register is not maintained consistently, meaning records of children's attendance is not always accurate. Risk assessments are conducted and reviewed regularly and this ensures children's safety is maintained. Partnership with parents is good. Parents are warmly welcomed into the club everyday. Staff are available to discuss a child's day and the progress they are making. Newsletters and a notice board keep

parents informed and included in events in the setting. Parents comments indicate that they are extremely satisfied with the care and educational provision their children receive.

Staff have started to observe and assess children's progress, however, this is in its early stages and needs further development.

The manager, staff and provider are aware of the strengths and areas for improvement within the setting and this has a positive impact on the children's welfare and learning. For example a cookery club has been launched in the setting to introduce and encourage children to enjoy healthy cooking.

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

Children are happy and settled in their environment. Staff are friendly towards the children and show an interest in what they are doing. This enables the younger children to approach them confidently to express their needs and wishes. Children enjoy the freedom they have to explore all that there is to play with. They are developing their independence as they select toys and resources for themselves, their enjoyment is and learning is further enhanced by the staff's involvement in their play. Children have fun as they practice yoga as good opportunity to relax as they exercise. Inclusive practice means the children know what is happening each day leading to a feeling of security, for example children were aware of the topic of the week and felt able to contribute to a discussion about gardens.

Children are offered a warm and healthy snack that includes a selection of fresh foods. Children enjoy snack time which is very social as they chat about the days events. When they have finished they happily wash and dry their utensils.

Children's health is promoted as they have plenty of outdoor opportunities such as the adventure playground where they can climb and swing, or to play sports such as cricket. Their health is further promoted as staff ensure children wash their hands before they eat, they gently remind children to use soap ensuring their hands are really clean.

Children develop knowledge of how to keep themselves safe through clear explanations from staff. For example, staff remind children not to tip on the chairs in case they fall backwards and bump their heads.

Children are encouraged to be considerate to others, and any unacceptable behaviour is managed effectively by staff using age appropriate and positive methods. Older children in the setting have a positive impact on the younger children. They include them in activities and are kind and considerate towards them.

## 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? | 2 |
| 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>  | 2 |
| <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**

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

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