

# Early Birds @ West Grove Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY381255
<b>Inspection date</b>	12/03/2009
<b>Inspector</b>	Malini Parmar
<b>Setting address</b>	West Grove Primary School, 218a Chase Road, LONDON, N14 4LR
<b>Telephone number</b>	07944473023
<b>Email</b>	
<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 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

Early Birds at West Grove Primary School was formally known as Jennifer & Fabian Early Birds. The club has been established since 2005 and is owned by a private individual. The club moved to a new location and registered in 2008 at the West Grove Primary School in Southgate within the London borough of Enfield. The club operates from the main hall. The school dining hall will also be accessible to children. A maximum of 24 children may attend the group at any one time. The club is open each week day from 07.30 to 09.00 and from 15.30 to 17:30. The club also operates a holiday play scheme and the opening hours are from 08.00 to 18.00 during half term, Christmas and four weeks during the summer holidays. Both the club and play scheme is registered to provide care for a maximum of 24 children from three years to eight years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll on the Early Years Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time at the club and work well together in caring and inclusive environment. Their health and most aspects of their safety are sufficiently catered for by the relatively new club. The provider is keen to develop practice continually and has identified areas for further improvement and has some plans regarding how these may be achieved. Staff work well together to deliver the routine and retain a focus on meeting children's individual needs, but some regulatory aspects are not yet fully met.

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

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

- enhance the risk assessments to take account of anything with which a child may come into contact
- ensure continuity and coherence for children by sharing relevant information with other settings in which children also receive education and care.

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

- obtain written permission from parents for seeking emergency medical advice or treatment (promoting good health) (also applies to both parts of the Childcare Register); 03/04/2009
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) 03/04/2009
- make sure at least one member of staff holds a full and relevant level 3 qualification (as defined by 03/04/2009

CWDC)(Suitability of adults)

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

Children benefit from the sound partnership with parents. Daily access to the policies and procedures inform parents of the clubs operation. Staff are available at the end of the session to exchange pertinent information and relate details about how children spend their time. A notice board is used to detail features about the club such as the menu. Sufficient information is gathered upon entry to support the individual needs of children. However, current systems to ensure that all necessary consents are in place upon entry are not yet fully secure to promote children's health. This is regulation. Staff spend time talking to the children during the gradual settling-in process about what they can do, like, dislike and want from the club to make sure they meet children's interests and requests. This system is developing to make sure it is fully secure in capturing children's opinion to establish their starting points. Parents report they are pleased with the welcoming environment and approachability of the staff and are generally pleased with the service. Children are safeguarded from harm by the sound policy and procedures in place which staff have a satisfactory understanding off.

The process of self assessment is not yet fully established but the team have begun to reflect on the provision. As a result, they have an awareness of some of the things that work well and have identified areas which require building. The club is currently thinking about ways to establish links with the settings children arrive from, to promote cohesive and collaborative working with shared aims for children. The provider is aware that because the club is still relatively new, some systems such as contingency arrangements to ensure there is always a suitably qualified manager in place, are not yet firm, in order to promote the smooth operation and ensure all regulatory aspects are fully met. That some duplicate systems, such as for keeping a record of attendance mean that some regulatory aspects such as this, are not yet fully met. Inclusive practice is promoted, and staff are aware of children's needs and abilities, such as children who speak English as an additional language. This enables staff to support children's communication, but systems to achieve this well are developing.

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

Children enjoy a variety of opportunities in a warm and welcoming environment. They are familiar with the routine and enjoy positive relationships with staff and each other. Staff make sure that children contribute towards the club positively. They offer them choices and listen as they collectively decide at the beginning of each session how they wish to spend their time. Children successfully negotiate with each other as they are gently encouraged to consider one another's thoughts, opinions and needs within a calm atmosphere. Opportunities are offered by staff based on their observations and knowledge of children's request, interests and needs. The system to identify children's individual learning priorities is not yet fully established to ensure the choices offered consider these fully.

Children eagerly use the outdoor area to expend their energy, they burst into the spacious yard to organise popular group games of football, strengthen their coordination and control as they balance on the climbing frames, and have fun chasing one another. As the session progresses and children become tired they benefit from the refreshing choices at snack time. Children enjoy the different sandwich fillings, freshly chopped carrots, cucumbers and olives. They help themselves to the plentiful fruit and enjoy crunchy apples and Clementine's and choice of drink accessible to them at all times. Children develop their concentration as they work together cooperatively to complete different sections of 'a very big hard puzzle'. Young children particularly enjoy dressing up in the different costumes and often read books as they take short breaks and rest. Staff provide gentle encouragement to enable children to persevere and complete their 'their Lego bridges.' Children benefit from the knowledge staff have of their personalities, such as, the need to engage in solitary play. Although, there is a designated area for children to rest and relax in, this is not always conducive as it is not always fully furnished to facilitate this comfortably.

Children confidently share their thoughts, ideas and opinions with staff and one another and group circle times is used well for children to discuss the favourite parts of their day. Staff generally use open ended questions to help children to think things through, as they learn to fit pieces together to build their 'magic castle' using large bricks. Lots of mathematical language used by staff helps children to repeat it to describe, shape, size and calculate. However, occasionally the lack of suitable contingency arrangements for staffing means that children are not fully supported in their choices, for example, to play inside when others are playing outside. Children receive lots of praise and encouragement and generally behave well. They respond positively to staff's instructions, help each other to tidy away and complete tasks such as puzzles. They are reminded by staff about how to keep safe, for example, children are aware of how to evacuate safely in an emergency and how to use equipment safely. Potential risks are identified and minimised by staff and a daily checklist is made to make sure these continue to keep children safe. However, this has yet to include all potential hazards such as elements in the environment a child may come into contact with. Children enjoy the general flexibility of the club which allows them to rearrange the routine to suit their needs, such as completing home work when they need to.

## 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?	3
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 03/04/2009

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 early years section of the report 03/04/2009

## **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**

There have been no complaints made to Ofsted since registration.

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.