

# YMCA

## Inspection report for early years provision

---

<b>Unique reference number</b>	140478
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Liz Corr
<b>Setting address</b>	Rokesly School, Hornsey, LONDON, N8 8NH
<b>Telephone number</b>	(0208) 340-2345
<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 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

YMCA out of school care at Rokesly School was registered in 1998. It is one of a number of out of school provisions run by the Hornsey branch of the YMCA and operates from Rokesly Primary School, which is situated in the Hornsey area of the London borough of Haringey. Children from Rokesly and St Mary's school attend.

A maximum of 40 children from three years to under eight years may attend the out of school club and a maximum of 100 children from three years to under eight years may attend the holiday play scheme at any one time. There is currently one child in the early years age group on roll. Care is also provided for children over eight years. The group operates each weekday during term time from 08:00 to 09:00 and from 15:15 to 18:15, and during school holidays from 08:30 to 18:00. Children access a large hall and toilets and also have access to an adjacent hall for physical play. All children share access to an enclosed outdoor play area.

There are currently 108 children on roll. The group is able to support children with special needs and those who speak English as an additional language. The provision employs seven staff, including the manager, and three volunteers, three of whom hold appropriate early years qualifications. Eight adults at the setting are working towards an NVQ 3 qualification in play work.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are settled and confident at the setting. Positive relationships have been developed with parents who are suitably informed of the setting's policies and procedures. An appropriate range of activities are provided to help children make progress towards the early learning goals, however, systems for assessing their development and partnership working to promote continuity in the Early Years Foundation Stage (EYFS) are not fully developed. Children with learning difficulties and/or disabilities are supported by appropriately experienced staff.

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

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

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, plan, monitor and assess their progress and fully develop partnership working
- develop further a culture of reflective practice and self-evaluation
- provide details of the regulator for parents and develop confidential systems for recording complaints
- provide children with play equipment stored at their level in order to make choices

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

The setting is generally well led and managed. Children are safeguarded as appropriate recruitment procedures ensure that staff are suitable to work with children. The manager has a clear understanding of child protection issues, including how allegations of abuse made against staff will be managed. A full set of policies and procedures are in place to support the welfare of the children and the smooth running of the setting. Risk assessments of the premises are completed daily to ensure that any potential hazards are removed. The manager has developed good partnerships with staff at the school to ensure that any hazards are discussed and reported. Effective measures are in place to protect children from uninvited visitors as staff ensure they know the identity of anyone trying to enter the building. Sound systems are in place to ensure that children's attendance and times of collection are securely recorded.

The manager demonstrates a clear commitment to ongoing improvements and the setting has the capacity to improve. Recommendations from the last inspection have been addressed and effective strategies are in place to promote continuous improvement. However, the setting has not developed systems to evaluate their own practice. The manager has successfully organised training for the staff team which will provide a formal qualification and promote team working.

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

Children arrive happily at the setting and quickly settle into the routine. Effective systems ensure that children are escorted safely to the premises by staff. Children are familiar with the daily routine and confidently approach staff if they need help or assistance. They are increasing their independence as they are able to wash their hands independently before meals. They happily settle into the activities available. However, children are unable to easily access other play materials and make choices due to storage arrangements, as they have to ask staff to take items out of the storage cupboard for them. They enjoy opportunities for imaginary play as they dress-up in a selection of dressing up clothes. Younger children excitedly approach staff to show them how they look. Staff engage children's interest before meals by providing quizzes based around their interests. Children excitedly join in and obviously enjoy these spontaneous activities.

The manager has begun to develop links with the schools that children in the early years age group attend to promote continuity of EYFS. Staff are also undergoing training to promote their knowledge of the EYFS curriculum. However, effective systems are not in place to record children's starting points and clearly assess their progress through regular observation and assessment.

Children are provided with a varied menu which includes hot and cold foods. These are provided by catering staff in the school who are appropriately qualified in food safety and hygiene. Food is well presented which encourages children to eat well. Children eat together and chat with staff about their day in a relaxed environment. Children's individual dietary needs are well known to staff who ensure any

requirements are adhered to. Children are learning about good health as staff talk to them about the importance of good hygiene. Staff encourage their awareness of recent health issues including swine flu and promote their understanding of how to prevent the risk of cross infection when coughing and sneezing. There are good opportunities for children to take part in sports activities and physical play outdoors. This promotes their good health and their physical development. A large hall is available as an alternative space during bad weather

Secure relationships have been developed with parents. Parents are asked to share appropriate information at their initial interview to ensure staff are aware of children's individual needs. Policies and procedures are shared with parents, including the setting's complaints procedure. However, clear information of the regulator's details are not easily available to parents.

## 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?	2
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:	Met
---------------------------------------------------------------------------------------------------	-----

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