

Wells Primary School Out of School Club

Inspection report for early years provision

Unique reference number	EY340832
Inspection date	02/03/2009
Inspector	Lyne Lavender
Setting address	Wells Primary School, Barclay Oval, WOODFORD GREEN, Essex, IG8 0PP
Telephone number	07957 157929
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 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

Wells Primary School Out of School Club registered in 2007 and is operated by the Forest YMCA organisation. The setting is situated within the London borough of Redbridge and provides after-school care for children only attending Wells Primary School. The provider supports children with learning difficulties and/or disabilities. Children have the use of the school's dining hall, main hall, computer suite, outdoor playground and toilets. The provision is registered to look after a maximum of 16 children aged from four years to under eight at any one time. There are currently 24 children on roll of which 21 were present, none in the Early Years Foundation Stage. The provider is also on the voluntary and compulsory childcare registers. The setting operates during school term-time between the hours of 14:45 to 17.30 for after school care. The provision currently employs four staff and this includes the manager. Of the staff team, two hold an early years qualification.

Overall effectiveness of the early years provision

There were no children present in the Early Years Foundation Stage at Wells Primary School After School Club on the day of the inspection. Discussions with the manager, staff, children and parents, a review of the documentation and planning and observing the organisation at work have contributed to the overall inspection findings.

Wells Primary School After School club provides satisfactorily for children in the Early Years Foundation Stage (EYFS). The manager works both in the school and at the club, knows the children well, and provides a valuable link between the two. She analyses the strengths and areas for development and together with the staff team works to improve the experiences for all who attend. Relationships with parents and carers are excellent, built on mutual trust that benefits their children's well being and development. This is a strength of the provision and the setting's capacity to improve is good.

What steps need to be taken to improve provision further?

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

- to provide more challenging activities in small group work and outside in the playground to extend children's learning experiences and improve their skill development

The leadership and management of the early years provision

Leadership and management are good. The skilled manager has inducted new staff quickly into club routines and safeguarding procedures. Access to the club is controlled so that children are safe and their well-being maintained at all times.

Procedures and policy documents are comprehensive and all legal requirements, such as child protection and first aid training, have been met. Regular fire drills are carried out and staff have changed the evacuation procedures to ensure children leave the premises even more quickly. Risk assessments are thorough and carried out on a daily basis to ensure premises and equipment are hazard free. Using external guidelines to evaluate the provision, the manager has established a clear view of the way forward to improve provision, particularly for the Early Years Foundation Stage.

Parents are very supportive and speak highly about the setting, one stating 'It puts my mind at rest when I'm working as I know my child is safe and enjoying herself.' Another parent commended staff for their magnificent support in times of personal difficulty. Two of the three recommendations from the previous inspection report have been fully implemented. Roles and responsibilities of staff in keeping accident records have been clarified and play areas reorganised to allow more space for relaxation. Stimulating and age appropriate activities have been introduced as recommended but there is still a lack of challenge in some activities both indoor and during outside play.

The quality and standards of the early years provision

Evidence from planning and photographs of activities shows a range of practical tasks organised to link with the annual calendar. For example, Chinese New Year was celebrated with face painting and Valentine's Day with making heart-shaped biscuit. Popular activities include playing with building blocks, planting seeds, reading books, bingo and dancing in the large hall. Excellent use is made of the computer suite to build on information technology skills learnt in lessons, such as simple word processing and filling in missing numbers in a counting activity. More use needs to be made of the spacious facilities outside to develop children's physical and social skills. Staff are well qualified in health and hygiene matters and ensure that children wash their hands before eating.

Excellent liaison with the school's staff ensures that the manager is immediately informed if a child is upset and needs to be monitored closely. Individual Education Plans provide important information about the progress of children with learning difficulties and/or disabilities enabling the setting staff to build on school work effectively.

Children share a strong partnership with staff. They are regularly consulted about their preferences and the choice of resources they would like to see purchased. Staff do their best to comply with these requests, funds permitting. The club effectively lives up to the organisation's Children's Charter which states that 'children should be regarded as an individual, listened to, have their feelings respected and opinions valued'.

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?	3
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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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?	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

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.