

# Cardinal Road Before & After School Care Scheme (Early Risers and Riverside Clubs)

Inspection report for early years provision

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<b>Unique reference number</b>	116240
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Olson Davis
<b>Setting address</b>	Cardinal Road School, Feltham, Middlesex, TW13 5AL
<b>Telephone number</b>	0208 893 1671
<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**

Cardinal After School Care Scheme operates from Cardinal Road Infant School, located close to Feltham High Street. The After School Club serves Cardinal Road School and two other schools in close proximity. The Club is registered for 30 children aged from four years to under eight years and takes children aged up to 11 years. There are currently 19 children under eight on roll, six of whom are in the early years age group. The setting supports children who speak English as an additional language. The club employs five permanent members of staff, including one that is newly appointed. Two staff members hold Early Years qualifications, one qualified to level 3 and the other to level 2. The other members are preparing to work towards an Early Years qualification. Hours of opening are from 07:45 to 08:40 and 15:10 to 17:30, Monday to Friday, term time only. The provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. The committed staff team provide a relaxed yet stimulating setting to promote effectively children's learning and development. Within a safe, secure and inclusive environment children make good progress in a good range of enjoyable, learning activities. There are good partnerships with parents to ensure that children's welfare needs are met fully. Most staff are experienced but there is scope for one or two members of staff to increase their knowledge of the learning needs of children in the early years age group. Staff have a good knowledge of the strengths and areas for development of the setting and this contributes well to its continuous improvement.

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

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

- ensure that all staff working with Early Years Foundation Stage (EYFS) children have had training in the EYFS

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

The manager provides a clear lead for other adults, promoting a good sense of teamwork among staff. Children respond well to the caring attitude of staff, treating each other with respect. As a result, they make good progress in their development when involved in activities both indoors and outdoors. Good leadership and management in the setting are reflected in its effective practice. Robust policies and procedures are in place and are effective in promoting children's safety and well-being. For example, daily risk assessments are carried out to check the indoor and outdoor areas and prompt actions are taken when hazards are identified. Recently updated policies and procedures are displayed

prominently so that staff and parents have easy access to their contents. An accurate register is kept to show every child's arrival and departure time. A detailed log is kept of any accidents and parents are informed at the earliest opportunity. A fire drill procedure is in place and is regularly practised to ensure that children are aware of the dangers and what to do in an emergency. Careful checks are made of adults working with the children. These effective procedures ensure that children are safeguarded.

The manager uses good systems to identify what is going well and what needs to be improved. Parents and children are regularly consulted so that their views can be taken into consideration. Parents are invited onto the committee and help to raise funds for the setting. They express confidence in the staff's ability to meet their children's welfare and development needs. The manager has shared her enthusiasm for continuous improvement with her staff, which has led to the recommendations from the last inspection being successfully addressed.

Increasingly comprehensive records are being kept of children's development so that staff can build on these assessments in planning children's future learning needs. The manager has begun to develop the full potential of the staff, both experienced and newly appointed, through staff training, particularly by improving their knowledge of the learning needs of children in the early years age group. She has offered good guidance and support and is actively seeking out further training opportunities so that all staff can support children in the early years age group in their learning and development.

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

Children enjoy attending the after school club and have good, trusting relationships with the adults and other children. As a result, they make good progress in their personal, social and emotional development. Children behave well, but on the odd occasion that they do not, staff manage the children's behaviour quietly and sensitively. The staff work closely with parents, sharing information to ensure that the children's individual needs are recognised and their welfare is promoted. The children are looked after well and kept safe during the sessions due to the good safety procedures in place. The manager constantly monitors provision and safety during the sessions. As a result, children are relaxed, have fun and feel safe. Children benefit from their enthusiastic involvement in the many interesting activities within this clean and attractive environment. They show the importance of good health and hygiene practices as they wash their hands before snack time and after using the toilet. Staff plan the activities well to foster children's skills in different areas. They take care to involve the children in planning these activities to foster independence and to give them responsibility. Children eagerly participate in the daily opportunities for exercise as they play in the well equipped school playground or in the spacious school hall. They develop their physical skills and coordination by playing on the wooden climbing apparatus, during football sessions, games of chase and games organised by the adults. They also show their independence by making up their own games. Older children and younger children play happily together. This builds the younger children's confidence and self-esteem. Children show a good awareness of the needs of others. They show a growing sense of social responsibility by raising money for charity. Activities are

also provided to develop children's literacy and numeracy skills through speaking and listening, role play and board games involving counting. Children learn about cultural diversity through their positive interactions with each other and by celebrating a number of festivals, for example, Chinese New Year, Easter and Diwali. During the inspection children were preparing for Mother's Day by creating cards and gifts. This helped them to design and make using a range of materials. Children are well prepared in the setting for life outside the school day.

## 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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.