

Little Diamonds OSC (St Philip Neri)

Inspection report for early years provision

Unique reference number EY259784
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Inspector Silvia Richardson

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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

Little Diamonds Out of School club (St Philip Neri) was registered with Ofsted in 2003. It is located in Sydenham and operates from the church hall of Our lady and St Philip Neri. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The Breakfast Club is open 07.30 to 09.00 and the After School Club is open 15.00 to 18.00 during school terms. The Holiday Club Operates during school holidays from 07.30 to 18.00. The setting may care for a maximum of 40 children at any one time, of whom 35 may be in the early years age group. There are currently approximately 65 children on roll, of which eight children are in the early years age group. The group supports children with learning difficulties and/or disabilities and children for whom English is an additional language. Children attend from a number of schools in the local community and surrounding area. Between six and 10 staff work directly with the children, depending on numbers in attendance. At least half the staff, including the manager, hold a relevant childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled, enjoying a wide range and variety of games and play activities. Adults create an inclusive environment, where children are able to make choices about what they want to do and with what and whom they wish to play. Relationships are warm and positive, so that all children feel secure and develop confidence and independence in the setting. Continuous improvement has been maintained since the last inspection, so that better outcomes for children have been achieved. Effective overall leadership has helped to raise the standards and quality of care and learning from a satisfactory to good.

What steps need to be taken to improve provision further?

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

- develop the assessment arrangements for children in the early years age group, providing parents with a written summary reporting the children's progress against the early learning goals and ensure records for individual children are kept separately and are accessible to their parents
- develop children's knowledge and understanding of healthy eating and provide opportunities for promoting independence during meal times

The leadership and management of the early years provision

The cover manager for the after school club, also runs the breakfast and holiday clubs and has good leadership skills, ensuring continuity of care and providing a good role model for staff. The staff team are working very well together and developing positive relationships with the children. Staff are well deployed so that

children enjoy plenty of attention, help and support with their activities. The setting is effectively organised, so that children make choices from a balanced range of easily accessible toys and games and play materials. The children have opportunities to contribute to activity planning and the manager evaluates how well resources are used. Much consideration is given to ensuring children are offered activities of real interest to them so that they enjoy and achieve in the setting.

The manager meets weekly with the staff team, at which time they discuss what is working well and less well so that they may improve outcomes for children. The staff team are encouraged to make a positive contribution through ideas and suggestions based on their knowledge of the children's interests and learning styles. Strategies for managing children's behaviour are also discussed, so that continuity and consistent approaches help children to behave in acceptable ways. Children are consulted and agree rules for the setting and as a result, are generally very sociable and cooperate well with other children and staff.

The registered provider is investing in staff training, so that all adults are appropriately equipped with skills and qualities for working with children. There are eight staff currently working towards an NVQ at level 3 in team leadership and seven staff are working towards an NVQ at level 2 in playwork, helping to improve the out of school service and overall outcomes for children. All staff are properly vetted and checked, have first aid and child protection training helping to safeguard children in the setting. Good procedures are in place for keeping children safe while being escorted to and from the setting and appropriate records are kept.

Partnerships with parents are effective in keeping them well informed of the sorts of activities in which children are taking part. The manager engages in much one-to-one discussion with parents and describes children's active participation in activities, such as their enjoyment of line dancing and jogging in the park. The manager has made a good start with setting up 'learning journeys' for the children in the early years age group. However, details of individual children's attainments and progress are not easily accessible to parents, because records are stored together in one folder for all the children, which also raises issues with confidentiality.

The quality and standards of the early years provision

Children arrive at the setting with a cheerful disposition and follow established routines, going off to the bathroom and washing their hands before settling to play. Children enjoy each others company and play well in small groups because they are well supported by staff. Staff sit and play with the children at their chosen activities, talking to them and taking an active part, such as participating in board games and providing a partner for table tennis. The hall is well organised, so children have plenty of choice and scope for free movement around activities, helping them to enjoy and achieve and stay safe in the setting. Children are helped to be healthy by being encouraged to wash their hands again before having tea. They are provided with some healthy options, such as fruit slices, although staff

are not proactive in discussion with children about the nutrient content of different foods, and which foods are more or less beneficial to their health, so as to encourage them to make healthy choices. Generally adults serve the children and drinks are ready poured, so opportunities for developing independence are also limited. Children make a positive contribution to the setting through helping to clear up after themselves. They also help to tidy toys away and agree to acceptable ways of behaving towards each other.

Children in the early years age group confidently find and select resources of their choice. A good range of toys are set out on tables and on the floor, so children can sit and relax and play with friends. Records of child development open with parent/carer consent to take photos, followed by pictures of the children at work and play, providing a visual image of their activity and learning opportunities. The Early Years Foundation Stage sheets are set out under the six areas of learning and provide documentary evidence of children's starting points. Records of observation over a period of time show children settling, developing confidence and making progress. Observations also identify children's welfare needs and these are clearly recorded along side developmental progress. Staff are observing and recording well with clear evidence of them spending time with individual children, finding out their skill level, interests and learning styles. Samples of writing skills, enjoyment of reading and art work are included with their records, providing parents and carers with some really useful information about their children. However, because children's details are stored together in one folder, parents are missing out on some valuable recorded information affording a clear picture of what it is like for their child in the setting.

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?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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