

Romford YMCA Kids Out of School Care

Inspection report for early years provision

Unique reference number 100261
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Inspector Patricia Mary Champion

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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

Romford YMCA Kids Out of School is run by the YMCA, a Christian charitable organisation serving the local community. It opened in 1994 and operates from the sports hall, canteen, crèche room and various classrooms on the ground and first floor within the YMCA building, located on the outskirts of Romford. All children share access to enclosed outdoor play areas. Access to the premises is via a ramp leading to the front of the premises and there is a lift to reach the first floor. A maximum of 170 children may attend the out of school club at any one time. The club opens five days a week during school term times from 07:00 to 08:30 and 15:00 to 18:00 and the holiday multi-activity scheme operates from 08:30 to 18:00.

There are currently approximately 220 children aged from four to 11 years on roll. Children attend for a variety of before and after school sessions or full day care during the holidays. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision employs 20 childcare staff, of whom 15 of the staff, including the manager hold appropriate early years or play work qualifications. There are two staff currently working towards a recognised play work qualification. The setting receives support from local authorities and '4Children'.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have fun as they take part in a wide range of sport-based activities, games and art and craft sessions. The staff ensure that all children regardless of different backgrounds and abilities are treated fairly and included in the life of the setting. The manager has made a number of improvements since the last inspection. There is a commitment to engage in self-evaluation and a sound capacity to improve further. However, the organisation of some routines, activities and use of space is not always tailored to support children's individual needs and maximise their enjoyment.

What steps need to be taken to improve provision further?

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

- improve routines and the organisation of the some activities to ensure that they are tailored to meet individual children's needs
- develop further the links with other settings that children attend within the Early Years Foundation Stage

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

- ensure that designated rooms within the premises are for the sole use of the provision during the hours of operation (this relates to the holiday scheme) (Suitable premises, environment and equipment).

29/05/2009

The leadership and management of the early years provision

Since the last inspection the management has carried out a major review and update of the setting's policies and procedures and all the essential documentation is now in place. Consequently, improvements have been made to enhance the welfare and safety of the children. Children are safeguarded because staff are fully aware of their child protection responsibilities. Robust risk assessment is undertaken prior to each activity or outing. Children are also involved in checking that all necessary safety equipment is in place. Reliable arrangements are in place to collect children from ten primary schools in the vicinity. Children are escorted by staff when they move around the premises. The manager and deputy lead a culture of reflective practice and have a clear view of the strengths of the after school and holiday scheme. They are constantly looking for ways to improve and are receptive to recommendations made during the inspection.

Children benefit from being cared for by well-qualified staff who undertake additional training courses to promote the health, safety and welfare of children. The required staffing ratios are met and staff are mostly deployed appropriately so that children receive adequate support and supervision. While the out of school care has sole use of many areas of the premises during hours of operation, there are times during school holidays when children share use of the sports hall with members of the public taking part in aerobic exercise classes. Consequently, the high noise level impacts on children's behaviour and concentration and staff are unable to fully protect children. Routines do not always run smoothly and at times children have to wait between activities or spend considerable time in a queue, for example, while staff are organising equipment or when waiting to wash hands prior to eating.

Staff foster good relationships with parents and carers, which contributes positively to the well-being of the children. Useful information is displayed on notice boards and good verbal feedback is given each day. Parents are invited to contribute their ideas and suggestions on questionnaires and comment cards. They make positive comments about the care provided. The provision has not yet fully developed the necessary links with other settings that children attend within the Early years Foundation Stage, to ensure continuity of care and children's learning.

The quality and standards of the early years provision

Children settle well at the after school club and holiday multi-activity scheme. They have good relationships with each other and the staff. Children from different schools mix and make friends. The adults are effective role models, joining in activities and sharing the children's enjoyment. Children's suggestions are

welcomed, for example, choices of films to see, activities to do or when discussing appropriate behaviour. Interaction is lively and friendly with animated conversations about the children's school day and current interests. Each child within the Early Years Foundation Stage has an allocated key person. A system has recently been set up to assess what children know and can do and identifies how to help them make progress. Evaluative observations and photographs are used to record achievements. Children understand that their efforts are valued because their work is displayed and they are given plenty of praise and encouragement. Resources for children attending the after school club are presented so that they can make choices and take decisions about their play and a focussed adult-led activity is also offered each day.

Children are generally well behaved and sociable. They have good opportunities for turn taking, sharing and working together during team games. Suitable systems are in place to support children with learning difficulties or disabilities. Individual support is offered and some activities are adapted to meet varying needs. However, the behaviour of older children sometimes impacts on the care of younger children, for example, when ball games disrupt children attempting to eat their meals.

A varied range of activities are offered to the children. There are plenty of opportunities for children to develop physical skills, which contribute to a healthy lifestyle. They run energetically, jump enthusiastically on a bouncy castle and take part in ball games. Many creative learning experiences are offered using a range of materials. Children make and decorate Easter eggs using dough and paint their hands and feet to make large wall displays. Practical activities such as cooking help children develop purposeful skills for the future. Many interesting outings are offered to enhance learning experiences. Good use is made of local venues such as parks, farms, swimming pools and the cinema. Staff also capably organise trips during holidays to London when children go on a train journey to Hyde Park.

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?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
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

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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:

- ensure that where older and younger children are together, the behaviour of children aged over eight years does not have a negative effect on the younger children (How the childcare provision is organised).

29/05/2009

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 compulsory part of the Childcare Register section of this report (How the childcare provision is organised).

29/05/2009