

Grass Roots Play

Inspection report for early years provision

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Inspector

Jill Nugent

Setting address

Raglan Junior School, Raglan Road, ENFIELD, Middlesex,
EN1 2RG

Telephone number

07769 9536416

Email

grassrootsplay@hotmail.com

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

Grass Roots Play After School Club registered in 2008 and is one of four clubs run by a private partnership. The club operates from Raglan Junior School in the Bush Hill Park area of the London borough of Enfield. It is open each weekday from 15:10 until 18:15 during school term time. Children have use of a school hall and share access to an outdoor play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children between the ages of four and eight years may attend the club at any one time. A total of four members of staff are employed by the club, all of whom are suitably qualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club provides a welcoming and inclusive service where all children make progress in their learning through participating in well-planned play experiences. The manager is proactive in her leadership, providing an excellent framework for children's care through her documentation and enthusing children through innovative ideas. Staff work closely with parents in order to provide appropriate care for individual children and to keep them informed about the different aspects of the club. They are attentive to children's well-being and focus on keeping them safe at all times. Children feel valued as members of the club and play an active part in ensuring that everyone enjoys the sessions. A particular strength of the provision is the use of self-evaluation to encourage ongoing reflection and continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that staff take initiative in helping children to explore further the learning experiences on offer
- consider ways of increasing the opportunities for children to develop healthy eating habits.

The leadership and management of the early years provision

The club is extremely well organised and managed, having all the required paperwork in place. The policies and procedures are clear and implemented effectively by staff. All documentation is made available to parents in a reader-friendly format. There is a strong working partnership with parents which contributes to the high quality of care on offer. Parents' suggestions for improving the provision are welcomed and staff respond immediately to any requests for changes that will benefit all children who attend. Parents are made aware of on-site safety measures and asked to reinforce children's awareness of personal

safety. Information about the Early Years Foundation Stage and associated learning opportunities for children is on display. Staff share children's observation records with parents and in this way encourage them to be involved in their children's learning.

Staff meet together regularly and attend training in order to continually develop their practice. They have recently learnt more about providing an enabling outdoor environment so that they can make full use of outdoor opportunities to help children develop new skills. They ensure that the overall play environment is inclusive and that all children have access to the various play activities. They adopt a flexible approach, resourcing the environment according to children's interests, thereby, providing a stimulating and vibrant learning space. Children have much fun and enjoy themselves tremendously whilst increasing their skills across the six areas of learning. Staff work together effectively as a team, interacting to enhance children's play experiences and promote learning, although, on occasions they do not take the initiative to help children to explore further the wide range of learning experiences on offer.

The manager has introduced an induction procedure for new staff and ensures that they have a good knowledge and understanding of children's welfare, in particular, issues relating to safety and safeguarding. She has a well-established system of self-evaluation which involves input from staff, parents and children. This process of detailed evaluation highlights the strengths of the setting and also helps her to target areas requiring further improvement. She is totally committed to providing active learning experiences for children within a safe environment and continually reviews the overall practice, trialling new ideas and setting targets for future improvements. She has instigated links with the local community and the setting has achieved an award for its involvement with youth volunteers.

The quality and standards of the early years provision

Children show much interest in the resources and activities, becoming absorbed in individual and group activities, such as small world play, ball games and computer programmes. Children often devise their own games and learn to respect others through sharing fairly and taking turns. Staff supervise children closely and encourage harmonious play. They join in with children, responding to their requests for different activities. For example, children delight at the introduction of special creative activities, such as marbling and face painting. Staff continue with topics started within the school and this often leads to a multitude of interesting experiences, for instance, the making of a monopoly game and innovative drawings. Cookery activities are used effectively to reinforce and extend children's learning, particularly in numeracy and cultural awareness.

Staff have developed a comprehensive system for observing children's learning and then planning the provision around their next steps and individual interests. As a result, children are encouraged to move on in their learning through transferring and extending their skills. For instance, staff plan activities that involve exploration of different materials, taking part in different role play situations or being creative in different ways, such as by making comic books and mosaics. Through planning

interesting and exciting activities children are enabled to develop their communication, language and literacy skills as they join in play. Children benefit from opportunities to extend their interests through staff's input, for example, making and playing in dens created from different materials. Their enjoyment and involvement results in a happy and busy atmosphere.

Staff promote children's welfare through the provision of a safe and secure environment. There are excellent procedures in place for assessing risks and minimising any potential hazards. Daily safety checks are carried out and an evacuation plan is practised regularly. All resources are maintained in good condition with particular attention to the laptops. Children are reminded how to keep themselves and others safe while at the club. They are involved in making club rules which promote safety and fair play. They are aware of good hygiene practices and learn about healthy lifestyles, although, do not always have healthy and nutritious snacks. Staff are particularly adept at encouraging children to become responsible individuals and make a positive contribution to the group. They have effective and consistent behaviour management strategies in place and encourage children to help each other, for example, through the use of a buddy bench. Children develop a real sense of belonging and respect for others.

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.	1

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?	1
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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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