

# Abrahams Care Kids Club

Inspection report for early years provision

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**Unique reference number**

EY387612

**Inspection date**

27/04/2009

**Inspector**

S Campbell

**Setting address**

Oasis Nursery School, Burke Street, LONDON, E16 1ET

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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**

Abrahams Care Kids club is managed by the trustees of River Christian Centre. It was registered in 2008 and operates from a main hall, dining room/pool room, parents room and IT room, in a purpose built building. It is situated in Canning Town in London Borough Newham. Access to the provision is via accessible doors and sloping entrance floors. All children share access to a secure enclosed outdoor play area.

The after school club is open each weekday from Monday to Friday from 15:00 until 18:30 and the breakfast club operates each week day from 07.30 until 09:00, both term time only. The holiday play scheme operates for 13 weeks during school holidays Monday to Friday from 08.00 until 18:00.

The setting is registered to care for a maximum 40 children under eight years and of these 20 may be in the early years age group at any one. There are currently 22 children on roll and of these 12 children are in the early years age range. The provision is registered on both the Early Years Register and compulsory part of the Childcare Register.

The out of school group employs seven members of staff. Of these, all hold appropriate early years qualifications.

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

Overall the quality of the provision is satisfactory. The children are happy and relaxed in their environment. The children take part in a range of craft activities and their artwork is displayed around the setting allowing them to have a sense of achievement. The staff work well with parents to ensure all children's needs are known and met well. There are appropriate systems in place for staff to reflect on their practice and strive for continuous improvement through training, staff meetings and monitoring systems by management. Overall, an inclusive and welcoming environment is provided.

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

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

- continue to develop knowledge and understanding of putting into practice the requirements of the Early Years Foundation Stage framework to promote the outcomes for children
- further develop procedures to ensure children's hours of attendance is consistently documented
- further develop resources to promote positive images of disability to further promote children's understanding of the wider community
- continue to develop links with external agencies to effectively support all children's learning and development

- continue to develop planning, observations and assessments to effectively track children's progress towards the early learning goals and to support children's individual needs and interests

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

- ensure at least one person who has a paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and welfare) (also applies to the Childcare Register) 26/05/2009
- develop risk assessments to ensure all reasonable steps are taken to ensure that hazards to children both indoors and outdoors are kept to a minimum when using outdoor resources to effectively promote their safety at all times (Suitable premises, environment and equipment) (also applies to the Childcare Register) 12/05/2009

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

The staff work well as a team and they are readily available at the end of the day to talk to parents about children's play and progress. Staff gather useful information about children's individual needs; likes, dislikes and interests enabling them to have some understanding of what children can do, for example Child Profile and Parent Contract. Required written parental consent is obtained to ensure children's care needs are met. However, at least one member of staff who holds a current first aid certificate is not always on site during operating hours to ensure children's welfare is effectively maintained should they sustain a minor injury while at the setting.

Staff have a sound understanding of child protection procedures and they fully understand their responsibility to report any concerns to promote children's welfare. The setting is managed by an entry bell and key-code system and access to the premises is closely monitored by staff. A visitors book is in place and a photo identification and password system is used to ensure children are collected by approved adults to maintain their safety. On children's arrival to the setting staff ensure the register is taken straight away. However, children are not always consistently signed out when they have left the premises to further promote their well-being. The children are cared for in a generally safe environment. However, risk assessments are not robust enough to ensure children are suitably protected when taking part in new learning activities. An example of this is children are not encouraged to wear a safety helmet when learning to skate on rollerblades and a two wheeler bike with stabilisers.

There are satisfactory arrangements in place to ensure the suitability of adults who work within the setting. Most required paperwork is in place and generally well maintained. Relevant policies and procedures are in place and are readily available

for parents to see at their leisure. The setting works well in partnership with parents and they are kept informed of any changes and events via regular newsletters and discussions. Since registration management have consistently encouraged parental participation in the club's development, for example parents have aided in the preparation of the club's opening, contributed toys and they make a small donation for the weekly cooking club.

There are some processes in place for self-evaluation. In partnership with staff management are aware of some areas for improvement and there are future plans in place to further promote the outcomes for all children, for example the implementation of a child and parents questionnaire.

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

Staff are warm, friendly and they have developed positive relationships with children. The children are cared for in a bright, colourful and child centred environment where they are confident in their surroundings. Children are polite and staff encourage children to implement the club's rules enabling them to develop important social skills, for example they show kindness and consideration for others by helping their peers tie their apron when taking part in cooking activities.

The children are steadily making progress in their development. Staff ensure new children are appropriately supported during the day to aid their transition by periodically offering them reassurance in a calm and soft tone of voice. The staff have begun to make some links with external agencies to support children's learning. However, procedures are in the infancy stage to ensure links are made with all schools to effectively support all children's learning and development within the setting. The staff have some understanding of the Early Years Foundation Stage framework (EYFS) and key-workers are able to talk about children's individual needs. However, planning, observation and assessments have yet to be fully developed to ensure children are effectively progressing towards the early learning goals and support their individual interests and abilities.

The staff arrange activities and resources to reflect the six areas of learning. The children are able to take part in a range of both focused and free play activities to support their learning. The children are interested in the activities on offer and they enjoy taking part in cooking activities, for example making cookies. They are developing early maths skills as they measure the ingredients required with the aid of staff. The children work well in group situations when playing football, cooking and taking part in board games.

The children are confident learners and once the registration processes are complete most children take the opportunity to introduce themselves to adults. The children are able to express themselves well both verbally and in writing as they write informative short sentences about what is their favourite book and why, for example 'The Cat In The Hat' by author Dr Seuss and 'Even Stevens'. This enables children to write for a purpose and extend their vocabulary. There are a number of posters around the setting that promotes positive images allowing

children to have a sense of belonging and develop their understanding of diversity. However, there are few resources on offer that reflect positive images of disability to further develop children's understanding of similarities and differences.

The staff collect children from a number of neighbouring schools by means of a minibus and walking. The children who walk to the setting learn how to keep themselves safe by wearing fluorescent jackets and staff regularly talk to all children about stranger danger, road safety and the importance of paying attention when crossing the roads. The children are able to take part in regular outdoor and physical exercise, for example indoor football, dancing and going on trips to local soft play areas. This help promotes a healthy lifestyle.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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 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:

- take action as specified in the early years section of the report

26/05/2009