

Pinner After School Childcare Scheme

Inspection report for early years provision

Unique reference number EY386384
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Inspector Sheila Harrison

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Middlesex, HA5 1AF

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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

Pinner After School Childcare Scheme is run by London Borough of Harrow. It opened in 2008 and operates from three rooms within West Lodge First School Pinner, in the London Borough of Harrow. Disabled access is available to all areas of the club. Children have access to a secure enclosed outdoor play area. The club is open each weekday from 15.15 to 18.00 during term time.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 12 places for children in the Early years Foundation Stage (EYFS) and 18 places for children on the compulsory part of the Childcare Register. The club also offers places for children aged between eight and 12 years. Children occupying these places share the same facilities as the children in the early years age range. There are 67 children on roll with 13 children in the early years group. The club supports children with learning difficulties and/or disabilities and those with English as an additional language. The club employs six staff, half of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the setting is satisfactory. Children are enjoying their time in the setting and are actively engaged in their play. The setting promotes an inclusive environment where staff respond to the individual needs of the children. Staff are establishing plans to improve. They are beginning to develop systems to ensure children are making suitable progress in their learning and development. Secure arrangements are made to ensure the safety of the children. Children benefit from a worthwhile partnership with parents. Most of the records and procedures are up-to date and support the children's welfare.

What steps need to be taken to improve provision further?

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

- review the provision of healthy meals at snack times to ensure it is an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

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

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times. (Documentation)

03/07/2009

The leadership and management of the early years provision

Staff are suitably qualified and demonstrate a high level of commitment to promoting children's welfare. They are well deployed to ensure children are fully occupied and endeavour to improve the setting. The self-evaluation process mainly identifies areas for development. However, the system does not fully involve the staff and users of the service to improve all aspects of the provision effectively. The records required to meet all children's needs are maintained and effective although some information relating to the suitability of staff is not available for inspection. Staff are eager to attend a range of short courses to up-date their knowledge and skill. For example, they have attended recent safeguarding training and first aid training. This ensures arrangements for safeguarding children are carefully managed and understood by most staff.

Staff work hard to ensure the environment is safe and welcoming to the children. They have an effective system of locked gates and fences to ensure the premises are secure. Sufficient toys and equipment are supplied each session to give children a suitable choice of activities.

The setting is beginning to work in partnership with parents and others to meet children's needs. There are suitable levels of engagement with each child and their family. Parents are informed of the policies and working procedures of the club. Some information on the children's favourite activities is recorded on the enrolment record and staff regularly supply information verbally when the children are collected. Plans are in the early stages of development to share the assessment records with the parents and to meet with other providers. There are adequate strategies to support individual needs including systems to support children with learning difficulties and/or disabilities. Staff extend children's awareness of others as they bring their own knowledge of other cultures and languages to the setting.

The quality and standards of the early years provision

Each individual child is highly valued. They receive a warm welcome from staff as they arrive and receive meaningful praise and encouragement fostering their self-esteem. Every child within the Early Years Foundation Stage (EYFS) has a key worker to undertake sensitive observations and assessments of the child's development. Staff observe the children's current stage of development and use this information to move the children to the next steps in their learning. For example, staff support children to recognise numerals to ensure they can enjoy taking a full part in snap games. Children are generally consulted on the themes and activities that interest them and this information informs the routine games such as football and future long term plans such as 'travel'. Children are forming good relationships with adults and peers. They play cooperative games and the older children help younger children succeed at the games such as 'snakes and ladders'. Children enjoy participating in a range of art and craft activities, competitions and quizzes, helping them to develop a positive attitude to learning.

Children's health is encouraged through the free access to an exciting outside play area where children can exercise physically, play on the challenging equipment and play imaginatively. Children learn about a healthy diet through planned healthy eating theme and they have instant access to fresh drinking water. However, the management of the snack time and range of snacks do not fully encourage social and healthy eating habits. Staff ensure children learn to keep themselves safe as they are gently reminded of the rule not to run indoors.

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?	3
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?	3
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?	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: Met

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