

Thames Ditton Infant School

Inspection report for early years provision

Unique reference number	EY388290
Inspection date	15/06/2009
Inspector	Christine Stimson
Setting address	Thames Ditton Infant School, Speer Road, Thames Ditton, Surrey, KT7 0NW
Telephone number	07770 656 015
Email	
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

Clubland Playscheme Ltd at Thames Ditton Infant School was registered in 1996 and re-registered under the same ownership in 2008. It provides a breakfast club, an after school club and a holiday play scheme for a maximum of 60 children from four to under eight years of age and is one of five settings owned by the registered person on school sites.

This setting operates from a single storey building, known as the garden room. It is located at the rear of Thames Ditton Infant School within enclosed school grounds, which are available for outdoor play. The registration also includes the use of the school hall, and when this is unavailable, the group has the use of a classroom within the school. Children have supervised access to the library area in the school to do homework.

Every weekday during school term times there is a breakfast club that runs from 07:15 to 08:45 and an after school club that runs from 15:00 to 18:00. The holiday play scheme runs from 08:30 until 18:00 and it usually operates for three and a half weeks during the summer break, two weeks at Easter and all week during half term holidays. The breakfast and after school clubs are only open to the children who attend Thames Ditton Infant and Junior School and St Paul's primary Catholic school. The play scheme is open to the whole community.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 60 children at any one time. Numbers of children attending vary from day to day and for each school holiday. In total, 24 staff are employed by the organisation to work between the five sites. The majority of staff hold a childcare qualification at level two or three and some staff are working towards a childcare qualification. The manager is qualified to level three. The clubs have a total of 13 staff who hold first aid qualifications working across the sites, seven of whom are based on this site. There are usually a minimum of five members of staff on duty in the after school club and a minimum of one staff member to every eight children is ensured for the play scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy an inclusive environment where their needs are met by attentive staff. The setting provides both planned and free choice activities for children, based on ideas expressed both verbally and in writing from children about what they would like to do each week. There are plenty of resources for children to choose from, but these lack positive images of people with disabilities. A key worker system is in place for the early years children, with regular observations undertaken on children's play. However, these are not always meaningful in their description and some do not indicate children's next step of development. Self-evaluation is undertaken by the registered person who uses quality assurance to make sure her provision meets the needs of children and this shows she strives for continuous improvement; all staff are included in decisions and their opinions are valued. Most regulatory

documentation is in place for the safe and effective care of children, but times of children's departure are not always indicated on the attendance register.

What steps need to be taken to improve provision further?

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

- ensure written observations on children's play are meaningful and indicate their next step of development
- provide children with resources that reflect diversity, particularly in relation to helping them to understand about peoples different abilities.

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

- make sure children's departure times are indicated on attendance registers (also applies to the compulsory part of the Childcare Register) (Documentation)

29/06/2009

The leadership and management of the early years provision

Staff caring for children are enthusiastic, with many holding or working towards childcare qualifications. Staff interact with children in their play and are included in ideas for the continuous improvement, with discussions held at regular staff meetings. Ideas about play and resources are also sourced from the children attending who make suggestions about what they would like to do and the resources needed to help them achieve their ideas. The management make sure children are cared for by suitable people as they have robust recruitment procedures in place, where staff qualifications are checked, references taken up and Criminal Records Bureau checks obtained. The registered person self-evaluates her practice by speaking to children, staff and parents and is currently working on a quality assurance accreditation scheme where she looks at her practice to make sure she is meeting children's welfare and learning requirements.

The manager and registered person have established good relationships between themselves and the children's class teachers. Information is exchanged both verbally and in the form of a communication book, where teachers, parents and the child's key worker note information to exchange with each other; this ensures continuity of care for children. The manager maintains records and documentation required for the safe and efficient management of the provision, but allows parents to sign their children out of the club. As a result many children's departure times are not being indicated on attendance registers; this is a breach of regulations.

Staff have professional and friendly relationships with parents who, when asked, say their children enjoy coming to the club and that overall they provide a good service to parents at the school. The manager or the registered person makes sure

they get as much information as they can from children and parents about children's likes, dislikes, favourite foods and toys. From this information the key person allocated to the child can ensure they build on this to help the child have an enjoyable experience at the club.

Regular risk assessments are carried out on the indoor and outdoor areas of the premises and all outings undertaken during the play scheme are risk assessed prior to children visiting. Staff have a sound knowledge of how to safeguard children and have undertaken child protection training as part of their qualification. They are aware of the safeguarding procedures for the club and, when asked, staff knew how to proceed if they have a concern about a child in their care. The registered person said she is trying to ensure all staff undertake on line Common Assessment Framework training, which will help support children's well-being.

The quality and standards of the early years provision

Children arrive at the club hungry and enthusiastic to catch up with the friends they have made from other classes, who they may not have seen that day. They all understand the routine and go to the bathroom area to wash their hands, before queuing up for a nutritious snack and a drink of water. This routine helps younger children learn about good hygiene practice. Children sit together chatting whilst they eat and then move on to play with resources which they can self-select or, as happened on the day of the inspection, descend onto the field to take part in games or sit and chat together, with staff on hand as willing playmates.

Children can self-select and make a choice in their play using resources kept in the playroom, either in boxes or in a cupboard where they are spoilt for choice. Children in the early years age group have a key person who they are aware of and who ensures children's individual needs are met. The key person reports back to parents verbally and in the form of a communication book and a learning journey log. Children from this age group are also allocated a buddy when they first start and this helps them to develop friendships, feel part of the club and assists with their settling in.

Children experience art and craft activities whilst in the club and some of these are planned to celebrate the cultural and religious festivals of others throughout the year. Resources relating to other cultures are available to children in the club, but there are no resources reflecting positive images of people with disabilities.

Children learn about keeping themselves healthy by enjoying nutritious snacks, having plenty of water to drink and by having opportunities for exercise in the outside areas. Children learn about keeping themselves safe by regularly practising fire drills and learning the club's boundaries and rules; which are written in a positive manner and reiterated to children as needed. Children playing in the outside area and on the field can quickly identify staff as they wear fluorescent tabards and this helps children to feel safe and secure. Children are well behaved and make good use of the facilities available. They enjoy free flow play from the club room into the playground, hall or field where they join together to play games. For example, children play 'ninja style' grandma's footsteps with children

creeping up to one child who has their back turned who suddenly turns to spot the invader. In general children are happy, relaxed and secure in a club that provides a good out of school facility for them.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 this report

29/06/2009