

Greentop Centre

Inspection report for early years provision

Unique reference number EY388601
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Inspector Pauline Nazarkardeh

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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

Greentop is a local authority run after school club and holiday play scheme which registered in 2009. The setting operates from a newly built purpose built building situated on the Grahame Park Estate in the London borough of Barnet.

A maximum of 47 children under eight years may attend at any one time, all of which may be in the early years age group. The setting operates the after school scheme, termly from Monday to Friday between 3:30pm to 6:00pm and during the school holidays from 9:00am to 4:00pm. The group also cater for the needs of older children up to the end of primary school. There are currently 30 children attending, six of whom are in the early years group.

The setting supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs eight members of staff. Of these, more than half hold appropriate qualifications. All staff are experienced in working with children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are looked after with care and kindness in a stimulating and safe environment. Children's welfare is fostered well and they are making good progress in their learning and development; this is as a result of the staff's enthusiasm for providing quality childcare. The working partnership between parents, carers and other professionals ensure the children's individual needs are met.

What steps need to be taken to improve provision further?

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

- develop staff's assessment and planning skills in order to plan to meet young children's individual needs
- develop the process of self evaluation in order to identify areas of strength and to focus improvement
- improve the range of resources to support children, parents and carers who speak English as an additional language.

The leadership and management of the early years provision

The current management team have been working together for only four months. As a result the system for self-evaluation is in its infancy. However, areas of practice that need developing for the benefit of the children have been identified and they are actively working towards achieving them.

Staff have a basic knowledge of Early Years Foundation Stage (EYFS) curriculum and children's involvement in the activities provided have begun to be assessed. General planning is in place and reflects children's interests however systems to ensure that assessments for each child stem from observations are less secure.

Partnership with parents is well established, they freely come into the group and are greeted by staff and they are given feedback on their children's day by the key person. Parents say that their children are happy at the setting. All of the essential documents, such as policies and procedures, risk assessments and a complaints procedure are in place. The certificate of registration is displayed for parents to see.

Staff are well deployed which ensures the children are supervised and supported in activities. Staff have developed their knowledge of safeguarding issues and they know how to protect children if there are concerns that a child is being harmed and the reporting procedures to follow.

The quality and standards of the early years provision

Children are happy and settled in their environment and the staff are friendly and well known to them. This enables the children to approach them confidently to express their needs and wishes. They enjoy the freedom they have to explore and make choices in their play. Children participate and show sustained levels of concentration as they make models from recycled materials including the doll's house. They proudly show the model planes they have made in preparation for their visit to the RAF museum. They follow the recipe when making cornflakes cakes and enjoying weighing the ingredients as well as taking turns to crush the cornflakes. Physical activities are well promoted as children have access to a large outdoor area, here they are able to use climbing apparatus, play basket ball and run around.

Children have access to a well organised and safe environment. They are developing their own awareness of safety due to staff reminders about safe play. At snack times and before cooking children are reminded of the reasons why they need to wash their hands. They are offered healthy snacks that consist of fresh fruits and water to drink.

Children learn about diversity within society as multicultural play resources and those that reflect positive images of disability are available. However resources to support children, parents and carers who speak English as an additional language are less well provided for. Inclusive practice means the children and the parents know what is happening each day leading to a feeling of security, for example children and parents are made aware of the topic of the week and how they can become involved.

Children are encouraged to be considerate to others, and any unacceptable behaviour is managed effectively by staff using age appropriate and positive methods. Their behaviour is good as they are busily engaged in meaningful

activities all day. Staff give clear messages to them about what is expected of them, and children identify and write up their own rules for the play scheme.

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

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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