

# C A S P Holiday and Afterschool Project at Badsworth

Inspection report for early years provision

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<b>Unique reference number</b>	107507
<b>Inspection date</b>	10/12/2009
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<b>Setting address</b>	14 Badsworth Road, Camberwell, London, SE5 0JY
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

The Camberwell After School Project is a registered charity and provides out of school care for children whose parents or carers live or work in Southwark and the surrounding areas. Priority is given to single parent families and those returning to study. The setting has been registered since 1994 and is registered to provide care for a maximum of 40 children, of these no more than eight children may be in the early years age range at any one time. The setting is also registered on the compulsory and voluntary parts of the childcare register.

There are currently 40 children on the roll, of these seven children are in the early years age range. The Project operates from a large purpose built centre with direct access to an outdoor play area. The breakfast club operates from 7.45am to 9am and the after school club operates from 3pm to 6pm, five days a week during term time. The project also provides a holiday play scheme which operates from 8am to 6.30pm for five weeks during the summer holidays, two weeks at Easter and the half term holidays. The Saturday school operates from 10.30am to 1pm. The Project collects children from two local schools. There are currently four children attending who have any special educational needs and/or disabilities or those who are learning English as an additional language.

A team of eight staff work with the children including the manager with five staff working each day. Over half the staff have relevant qualifications to NVQ level 2 or 3. The setting is also supported by the centre manager who is responsible for all three projects in the local area run by the organisation.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective systems are in place to ensure the needs of all children in the early years foundation stage are met well. Staff plan a broad range of activities and outings that support the learning needs of all children and promote their social skills well. Staff are well deployed, providing constant supervision and supporting children well. For example, staff constantly engage children in purposeful play and conversations and as a result they are happy, settled and interested to learn. The capacity of the provision to maintain continuous improvement is strong. Staff implement the policies and procedures of the setting effectively and are involved in planning and evaluations that promote good practice.

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

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

- develop the systems of planning and assessment to show links with the areas of learning.
- develop the systems of self evaluation.

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

Children's welfare is safeguarded well. Staff follow clear procedures should they have any concerns regarding children's welfare. Appropriate policies and procedures are in place and information is easily accessible, enabling staff to take prompt action if they are worried a child is being abused. Robust systems are in place to ensure staff are suitable to work with children. Clear records are kept relating to the attendance of children, staff and visitors. The setting is secure with well established entry systems and an enclosed outside play area. In addition thorough risk assessments are completed, relating to the setting and any outings that children participate in.

Equality is promoted well. Children's individual needs are known and staff work in partnership with parents and others to ensure the needs of all children are met effectively. Children participate in a range of activities relating to festivals and use a good range of resources that reflect people in the community, helping them to learn about cultures and beliefs. Parents are offered a wide range of information about the setting. Staff make time to discuss the events of the day when children are collected, promoting good communication.

Good systems of governance and accountability ensure the smooth running of the service. All staff participate in regular meetings at the setting and joint meetings with the two other clubs ran by the organisation, ensuring information is shared effectively and staff work in a consistent manner. Many systems of evaluation are in place regarding the educational programmes, safety, staff development and the service provided, although an overall evaluation of the whole service is in its infancy. Positive steps have been taken to meet all recommendations raised at the last inspection and the organisation's annual report shows a clear commitment to improving the quality of the service.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a well organised learning environment. Toys and equipment are easily accessible, enabling them to make choices and develop their independence. Wall displays of children's creative work, photos of outings and activities along side educational posters create a stimulating and welcoming environment for them to play and learn. Children benefit from lots of clear play space and have direct access to an enclosed outside play area. Staff are attentive and support children well during play. Staff ensure children have access to a broad range of resources and interesting activities that reflect all areas of learning and development; although, the current systems of planning do not show links to the areas of learning and the new systems of planning that have been devised are yet to be implemented. Children participate in a weekly group time where they are able to discuss their learning needs and interests, which are then incorporated into the planning for the next week.

Children's safety is promoted well within the setting and while on outings. They participate in regular fire drills and benefit from good safety equipment in place, such as safety surface in the outside play area. Children's good health is promoted well through a balanced diet of healthy meals and snacks and opportunities for regular exercise and physical play. Children's welfare is safeguarded in the event of an accident or illness and clear protocols are in place for staff relating to care of children with any specific medical needs. Children's dietary needs are known and respected and they are able to make choices at meal times. Children and staff follow good hygiene practice and show regard to food safety standards. For example, children wash their hands before meals and use disposable gloves, aprons and cover their hair while helping to prepare meals, developing a sense of responsibility as they help prepare and serve the tea on a rota basis.

They show a good awareness of the needs of others. They take turns during play and respond well to daily routines, including helping to put away toys. Children have good opportunities to develop their social skills. They participate in weekly activities with the other two groups ran by the organisation, for example, Spanish lessons, home work club and dance and drama sessions. Children develop their writing skills as they write their names and times of arrival and departure on the daily attendance record, while being supported by staff. They draw representational pictures and write their names and information, for example, drawings and writing about their favourite foods. Children develop their free creative expression as they use a range of art, craft and drawing materials. They have good opportunities to learn about sound and movement as they participate in regular dance and drama sessions.

Children develop their sense of space and measure. They use large wooden bricks to build towers and use a range of construction sets that help develop their problem solving skills. Their awareness of number is enhanced through adult led activities such as creating a giant advent calendar and while playing card games with staff. Children have good opportunities to develop their skills for the future as they are supported well by staff, enabling them to use resources that promote language and numeracy skills and they participate in homework clubs and a Saturday school run by qualified teachers. In addition, they benefit from constant use of the computer suite, enabling them to develop their awareness of technology and have access to a wide range of books, including reference books that support their learning well.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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