

Whittingham Community Primary School YMCA ASC

Inspection report for early years provision

Unique reference number	159437
Inspection date	01/07/2009
Inspector	Sa'ad Khaldi
Setting address	Whittingham Community Primary School, 340 Higham Hill Road, London, E17 5QX
Telephone number	0208 509 4600 or 07799 826826
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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

Whittingham Community Primary School YMCA after school and breakfast club has been registered since 2001. It operates from within the school and is situated in Waltham Forest. It serves primarily the children of the school. They have access to a community room, coffee bar area, two halls, toilet/changing facilities and a large playground with a football pitch and a grassed area. The setting currently has sixteen children aged between five and eight years on the roll and may care for no more than twenty five children from four years to under eight years at any one time. The setting operates Monday to Friday from 08:00 to 09:00 and 15:30 to 18:00 term time only. The setting has four staff. The manager has a Level 3 National Vocational Qualification (NVQ) in Playcare and her assistant has the same qualification. A general play care assistant holds a Level 2 NVQ in Playcare and a new play care assistant is working towards this qualification. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. This is an outstanding and effective setting that meets the needs across a wide age range. It is centrally co-ordinated by the YMCA as the provider of a dozen similar settings and benefits from the central development of clear and outstandingly well written policies and procedures which are adapted to the specific needs of this club. Social development is very well promoted by clear, well understood codes for behaviour that are applied consistently by staff. Safeguarding is fully met and the curriculum offers variety for all. The setting is outstandingly inclusive and the needs of children with learning difficulties and disabilities are extremely well met with appropriate care and support provided for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review and develop the self-evaluation process so that it is individual to the setting and linked more closely to day-to-day delivery

The leadership and management of the early years provision

Leadership and management are good, of which a key feature is the clear direction given by the manager which encourages good team work. A short staff meeting before each session ensures the children will be engaged and interested throughout the session. Adults have been well trained in managing behaviour and the children respond to these high expectations. All six areas of learning are covered in the weekly and daily plans, which specify activities and opportunities for different ages. All younger children are allocated a key person and have their

learning needs tracked with an end of year report given to parents. There are excellent opportunities for children to play and learn, choosing from a full range of free-flow activities according to their interests. The daily planned activities are always discussed with the children and their preferences recorded on a white board. All children know that when resources have to be shared they will each get a fair turn.

Welfare is outstanding and the play care team were observed to respond to health warnings about a heat-wave and had adapted their work to match the predicted needs of the children from possible effects from heat exhaustion or dehydration. Healthy eating is very well promoted and children are required to be independent or in some cases help younger children to acquire these skills.

There is central training and the manager meets regularly with parallel settings and is able to compare and learn from their shared good practice. Very effective centrally produced self-evaluation materials are used to gain information from parents and children about performance but this information is not yet being fed into the specific development plan for this setting.

Safeguarding is fully met. The central YMCA organisation has a child protection officer who regularly updates staff on new requirements and good practice.

The quality and standards of the early years provision

The community room is clean and well organised, there are tables for activities and separate for enjoying snacks. Children help to lay out the tables and prepare the general environment. Several children were observed to discuss which prams, dolls and pushchairs they were going to take outside and use with rugs for a role play picnic. There is very good provision of suitable resources for Early Years Foundation Stage children to develop their co-operative learning. Similarly older children benefit from the variety of games of skill and electronic games that they can use individually or in pairs. Board games and craft activities are popular and children enjoy the sense of achievement and competition. There is access to outdoor play in suitable weather which includes use of a football pitch, climbing frames and large grassed areas. Physical development is well supported and supervised. Good quality writing and pictures are displayed and celebrated. All children have access to a home box in which messages and completed homework can be kept in simple cardboard files. This means that parents are accustomed to looking at their children's work on a regular basis and this helps to support outstanding communication. The main notice board also provides parents with updates and opportunities for other care facilities such as summer holiday play schemes and day camps.

A recent survey of parents' opinions on the setting showed overwhelming agreement that this is an outstanding provision.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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