

Romford YMCA at St. Mary's Hare Park School

Inspection report for early years provision

Unique reference number	EY334674
Inspection date	02/11/2009
Inspector	Jane Davenport
Setting address	St. Marys Hare Park School, South Drive, ROMFORD, RM2 6HH
Telephone number	01708 766211 ext 244
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Type of setting	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

Romford YMCA at St Mary's Hare Park School was registered in 2006. It is run and managed by Romford YMCA and operates from St Mary's Hare Park school, which is situated in a residential area of Romford in Essex. There is easy access to the provision and the after school club uses a variety of facilities on the school site with access to an enclosed outdoor play area. The after school club is open each weekday from 3:00pm to 6:00pm during term time only.

A maximum of 30 children may attend the after school club at any one time. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for children from four to under eight years. There are currently six children in the early years age range on roll. The club supports children with special educational needs and/or disabilities. The after school club has two members of staff, one of whom holds a recognised childcare qualification and the other of whom is currently working towards gaining a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The registered provider and staff team are committed and enthusiastic in creating a welcoming, stimulating and inclusive environment for children. Established ways of self-evaluation and risk assessment systems are in place and are regularly reviewed in order to effectively identify areas for improvement and to maintain and exceed the good standards being achieved for children. Partnerships with parents and carers are good and there are effective links between the after school club and the host school, all of which contributes to the continuity of care that children receive.

What steps need to be taken to improve provision further?

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

- ensure that an accurate record of children's hours of attendance is consistently maintained
- review snack contents in order to consistently provide a varied range of healthy options at meal times
- continue to develop the system for observing, assessing and planning to further enhance children's learning and development

The effectiveness of leadership and management of the early years provision

All children are safeguarded because the staff are aware of the child protection procedures. They know how to report any concerns that may be identified to protect the children who attend. Written policies regarding safeguarding are

available to inform parents of the steps that the club takes to promote the children's well-being. There are robust recruitment and vetting procedures in place to ensure all people who come into contact with children are suitable to do so. Staff are actively encouraged to update their training and support each other with sharing ideas and practices. Written risk assessments are carried out to ensure the premises and areas used by the children are safe, including the procedures for taking children on outings. The premises are kept secure to prevent children leaving the club unnoticed and children are well supervised to ensure their safety. Visitors to the setting are asked to identify themselves and sign the visitors' log. Children's times of arrival are marked in the register when they arrive at the club and parents sign them out at the end of the session. Although this system generally works well, a few instances have occurred where children have not been signed out resulting in an incomplete record of attendance on those occasions.

Good use is made of the available space. The large hall gives children plenty of room for more boisterous play, such as ball games, especially when they cannot go outside, after dark or in poor weather. Children play with a varied range of good quality, well-deployed toys and resources, which feature positive images of society. Staff take account of individual children's interests and requests as they choose the selection of toys and activities to put out each evening. The children's meeting held at the beginning of each week is fully inclusive with every child being given the opportunity to have a voice and say what they would like to have in place over the coming week. More reserved children are supported positively by staff and everyone's contributions are equally respected.

The registered provider is committed to continuous improvement within the club, involving the manager in evaluations of the provision. As a result, she has a clear and accurate reflection of the service and the main priorities for further development. For example, the setting's current self-evaluation has identified the introduction of parents' evenings and an extension of the work being done with the community and people from different cultures as priorities for improvement.

Partnerships with parents and carers are good and they provide some very positive comments about how well their children are looked after and how much they enjoy attending the club. They are encouraged to contribute their ideas and make suggestions for improvements by completing the 'I'd just like to say' cards and their views are treated with respect and acted upon. There are strong links with the host school, which all the children on roll attend. Pertinent information is shared by means of a liaison book between the school and the after school club and staff work closely together to support the children, including those in the early years age group.

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

Children thoroughly enjoy themselves at the club as they self select what they want to play with and suggest future ideas. They are confident and show an awareness of the routines within the club. The atmosphere is relaxed, resources are easily accessible to the children and they also help out at the end of the

session in tidying away the equipment that has been in use. There are many opportunities during the week for children to go outside and use the school's secure playground and play areas where a range of physical activities are provided, including team games. Children's learning and development is fostered effectively in this caring environment where there is a good mixture of relaxation after school and learning through fun activities and free play. Children have opportunities to be creative and suggest ideas for craft activities such as paper weaving and making a fireworks collage. Communication, language and literacy are well supported as the children enjoy looking at books, reading them to themselves or to staff members. Those who wish to do so are given time, space and support to complete their homework. They feel secure and confident enough to ask staff for help with spelling out words and are involved in meaningful discussions about events in their life and what they enjoy doing.

Although the after school club's system for observing, planning and assessing children is not yet fully established and observations are quite general, staff are generally aware of children's next steps and provide opportunities which enable them to make good progress in all areas of their learning and development.

Children are cared for in a clean environment and good hygiene routines followed by the staff and children, such as washing their hands before eating and after using the toilet, help to prevent cross-infection. Children are learning about the importance of a varied and nutritious diet. Staff are aware of children's individual dietary requirements and any specific needs are well catered for. Menus feature nutritious snacks and meals including a variety of fresh fruit and these are usually prepared and cooked daily on the premises. However, on the day of the inspection, the opportunity for children to make choices about what they wanted to eat was limited as there were only sandwiches or toast on offer.

Children are kept safe by the vigilant staff, who supervise them well, whilst allowing them freedom to play as they wish. Children learn to keep themselves safe, for example, as they take part in practice fire drills and learn not to run or throw balls in some areas indoors. They let staff know when they visit the toilet or the store cupboard, as they understand it is important, for safety reasons, that adults know where they are. Children's behaviour is excellent. They are considerate and helpful towards one another and willingly help with tasks such as tidying up or serving themselves. This is because staff are very good role models, treating all with politeness and respect, to which children respond well. The children's positive attitudes, social ease and developing practical skills help them to develop good skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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	3
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

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