

Children Making A Change

Inspection report for early years provision

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Inspection date

02/12/2009

Inspector

Jane Mount

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Children Making A Change is an out of school club that is privately owned. It operates from the community hall in Wembley Primary School, in the London Borough of Brent. The provision is based on the ground floor and children have access to a secure outdoor play area.

A maximum of 20 children may attend the out of school facilities at any one time. There are currently four children on roll within the early years age group. Children within the later years age group are also in attendance. The provision is open each weekday from 3.30pm to 6.00pm in school term times only. The setting is able to support children who have English as an additional language and children with special educational needs and/or disabilities. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four staff employed to work with the children of which two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are developing a secure knowledge and understanding of the Early Years Foundation Stage (EYFS). Since the last inspection they have worked hard to ensure all the requirements of the EYFS are met which has had a positive impact on the children who attend the setting. Planning and assessment systems are now generally effective in ensuring children are making progress in their learning and development. Children's welfare is safeguarded and partnerships with parents and others ensures children's individual needs are met. Most documentation needed for the safe and efficient management of the setting has been implemented and systems to support staff are under development. The setting is generally aware of its key strengths and some of the areas requiring further improvement. Systems to monitor and evaluate the quality of the provision to ensure continued improvement are in the early stages of development.

What steps need to be taken to improve provision further?

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

- review the organisation of staff records to ensure all information relating to staff suitability is accessible
- develop further induction and staff appraisal systems including ensuring a programme of continuing professional development is applied
- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement
- develop further observation and assessment systems and use these more effectively to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. For example, procedures are in place to ensure all staff are suitable to care for children including undergoing required CRB checks. An informative safeguarding policy is now in place which details how children's welfare is protected and this is displayed to ensure everyone is familiar with it. Staff have also increased their knowledge and understanding of child protection through recently attending some safeguarding training. The environment in which children are cared for is safe with appropriate systems in place to ensure children's safety is protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Satisfactory risk assessments are maintained to ensure children are safe with any potential hazards identified and minimised.

The provider has a clear vision for the setting and since the last inspection has worked hard with the staff team to increase their knowledge of the EYFS. This is now beginning to be reflected in their practice. All actions set at the last inspection have been addressed, however, the setting is aware of the need to continue to work hard to ensure continued improvement. They are generally aware of their key strengths and some of the areas requiring further development. Some processes are in place to monitor and evaluate the quality of the provision. For example, verbal feedback is sought from parents and processes to regularly review policies and procedures is to be implemented. A self-evaluation system to more effectively monitor practice and to ensure continued improvement is in the very early stages of development.

Since the last inspection records, policies and procedures required for the safe and efficient management of the setting have been reviewed and have significantly improved. Consequently, children's care, learning and welfare are protected. Documentation is now generally well-organised although information contained in the staff files is limited. Recruitment and vetting systems ensure staff are suitable to care for children and some systems are in place to support staff. For example, regular staff meetings ensures key information is shared and exchanged. However, processes to fully induct and appraise staff to ensure they are clear on their roles and responsibilities are still under development. Continuous professional development is encouraged although limited training has been undertaken by staff because the provider has had difficulties accessing courses. However, the provider is being pro-active in looking for ways of accessing appropriate training to increase staff knowledge and understanding further. Staff do work well together as a team which has a positive impact on outcomes for children.

Children and their families are valued and appreciated. Children's individual needs are met because staff have developed positive relationships with parents and carers. For example, an informative notice board, a newly introduced key person system and daily verbal feedback keeps parents informed about the setting and their children's progress and achievements. Also, the setting has plans to organise

a parents evening to share information about the EYFS so parents can take a more active role in their children's learning in partnership with the club. Some links are in place with other settings providing the EYFS framework. For example, the club liaises closely with the teachers in the school children attend to ensure continuity and to help promote the full integration of care and learning.

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

Children's learning and development needs are overall promoted and this helps them to make satisfactory progress towards the early learning goals. Since the last inspection staff have prioritised the development of planning, observation and assessment systems to ensure they are in line with the EYFS framework. This has been generally effective. Staff monitor children's learning through observing and assessing individual children to identify their progress and achievements over time. Children's developmental files are generally informative and overall show how children are progressing, however, this information is not always used effectively to inform future planning. Staff use the EYFS framework to plan activities and play experiences and this is usually led by children's interests. However, planning lacks sufficient detail as it does not have clear learning intentions or outcomes.

Consequently, children are not always sufficiently challenged in their play as individual learning needs are not always identified and met. Adult-led and child-initiated activities are overall well-balanced and staff support children well in their play. Since the last inspection the environment has been re-organised to develop children's independence skills and to encourage them to become active learners. For example, children have more choices in their play as resources are now more easily accessible to them. The setting is in the process of developing a more welcoming environment for children and parents. For example, a large display board is to be fitted to display some of the children's work which will develop their sense of belonging. Currently books with photos showing some of the activities children have participated in are available to share with parents and children.

Overall, children experience a range of play experiences which cover the six areas of learning. Children have regular opportunities to express themselves creatively and to explore a satisfactory range of art and craft activities such as painting, chalking and cutting and sticking. Children's physical development is promoted with opportunities to exercise planned into the daily routine and good use made of the available facilities. For example, the adjoining large hall and the outdoor playground are used on a regular basis. Children enjoy playing football or table tennis or snooker. Children have some opportunities to use their imaginations such as when making models using small construction bricks. Children learn about the wider world and other cultures and religions and staff promote a positive awareness of diversity through discussion and some activities. For example, recently for Divali children enjoyed making pictures using Rangoli patterns. Children have some opportunities to develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through everyday routines and some activities. Children's communication, language and literacy skills are overall promoted. For example, at tea time staff engage children in conversation to support their language and communication

skills when talking about their day in school.

Strategies are in place to promote children's health and well-being. For example, effective hygiene procedures are applied by staff and therefore the risk of cross-infection is minimised and children's health is protected. Through discussion children have some opportunities to learn about how to stay healthy such as talking about the importance of washing hands after visiting the toilet. Children are reminded to wash their hands before eating and when asked know the reasons for doing so. Children are provided with a balanced diet and are developing an understanding of healthy eating as they are provided with healthy food choices. Mealtimes are also used as a time to encourage social interaction and children have some opportunities to learn about healthy foods through discussion. For example, at tea-time they discuss the health benefits of eating grated carrot. Positive relationships between staff, children and parents enable children to feel secure in their surroundings. The environment is safe and children have some opportunities to learn about how to keep themselves and others safe. For example, children are reminded not to run indoors in case they fall and hurt themselves or others. Children participate in fire drills on a termly basis and therefore learn how to stay safe in an emergency. Children's behaviour is managed in a positive manner with clear boundaries set by staff. Staff reinforce sharing and respecting each others feelings and discuss how children's behaviour can have an impact on others. For example, a member of staff explains to children the reasons why they are asked not to leave their coats and bags on the floor. Children are given some responsibilities, such as, helping to fold the tablecloths when tea is finished. Children are becoming familiar with their boundaries and have enjoyed being involved in making the ground rules for the club.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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