

Hillingdon Primary School Association

Inspection report for early years provision

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Inspector Christine Bonnett

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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

Hillingdon Primary School Association After School Club is one of eight after school clubs run by Special Treasures Childcare Ltd. It opened in 2009 and operates from a purpose built building within the grounds of Hillingdon Primary School in Hillingdon, in the London borough of Hillingdon. The school hall is also available, and children have access to the school playground.

A maximum of 24 children aged from three years to under eight years may attend the after school club at any one time. Places for children up to 11 years are available. The after school club is open each weekday during term time and closes at 5.45pm. Only children attending Hillingdon Primary School and St Bernadette's may attend.

There are currently 30 children aged from four years on roll, of these, four are in the early years age group. The setting is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register.

The club employs three staff, all of whom hold appropriate early years qualifications. An assistant is also employed to help escort the children to the club from St. Bernadette's school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The after school club offers children a friendly and safe environment at the end of the school day. The children in the early years age group are fully supported by caring staff who know their individual needs well, and meet them appropriately. The manager is committed to continuously assessing the work of the club to ensure the practice develops and children continue to have a positive experience.

What steps need to be taken to improve provision further?

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

- continue to develop systems to assess observations, identify learning priorities that are tailored to the individual needs of children to facilitate the effective monitoring of their progress
- continue to develop systems to self-evaluate practice that include the parents views, to identify strengths and priorities for development that will enhance the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The manager and her staff give high importance to safeguarding children. The manager is aware of the indicators of child abuse, and the guidance to follow to report concerns. She and her staff team have recently attended child protection training to ensure their knowledge is up-to-date. The security of the premises is robust, and ensures that children cannot leave unseen, or intruders enter unchallenged. All staff working with the children have been checked to ensure they are suitable to do so.

The manager routinely reviews and assesses the practice of the club. For example, she adapts the way activities are organised to ensure all children have the opportunity to access them, should they wish to do so. The children have contributed towards the self-evaluation process by making suggestions for enhancing the variety of resources. Based on this feedback, the manager intends to acquire a computer. She also intends to devise a questionnaire to give to parents to enable them to express their views and suggestions.

The club establishes a positive relationship with parents. Staff greet them warmly each evening, and all relevant information is exchanged to ensure parents keep well informed about how their child has spent their time. Policies and procedures are available for parents to consult. At the inspection, parents commented that they were pleased with the club, the security and meals were good, and that their children were happy. Staff liaise closely with the teachers and support staff of the school to ensure that the care and learning opportunities provided are appropriate and consistent for each child. In addition, the staff at the club also work in the school. Consequently, they know the children very well, and the individual support they might need.

The club promotes equality and diversity and takes appropriate steps to address unfair discrimination. It is an inclusive setting in which all children, including those requiring additional support, are valued, respected and fully included in the routine and activities to ensure they benefit from their time at the club, and enjoy themselves. Children and parents are invited to share the traditions and customs of their religion and culture with the club, so that children can increase their knowledge and understanding of wider society.

The clubroom is newly built and therefore is clean and in a good state of repair. It has a wide variety of play equipment for the children to explore. A favourite is the art and craft table where children are able to express their creative skills after a day at school. The work produced is displayed on the walls for all to enjoy. Staff are appropriately deployed around the room to monitor the safety of the children and extend their play. Two members of staff escort the children attending St Bernadette's to the club each evening to help minimise the potential risks to children.

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

Although children in the early years age group are in the minority within the club, staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage and how to implement them effectively in their work. Staff have started to carry out observations that link into the six areas of learning with the intention of using them to monitor and foster each child's all round developmental progress. However, they are not sufficiently detailed to be used to assess the development of the child in each area, or accurately identify learning priorities. The information needed to enable each child to make progress towards the Early Learning Goals is currently gained from the effective link with the school.

Children have plenty of opportunity for developing a healthy lifestyle. They have access to the school playground and hall. Balls, bats and balancing beams are amongst the equipment available to be used. A nutritious and healthy meal is freshly cooked on the premises each day, the hot food menu includes curry and rice and spaghetti bolognese. Children often help to prepare cold food, such as sandwiches and crackers. Children's individual dietary needs are known and respected by staff, who ensure a suitable alternative if available. Drinking water is readily accessible for children to help themselves throughout the session. Children adopt good hygiene practices, as they understand the importance of washing their hands at appropriate times, such as before eating. They explain with confidence that 'germs can make you sick'.

Children enjoy playing with the resources, and joining in with the activities. A variety of board games and construction sets are available, as well as imaginative play materials. Children continue to develop their skills for the future as they select books to look at or read, and staff sit with them for a story. They also make use of a variety of mark-making utensils, such as felt pens and pencils. A popular activity on the evening of the inspection was writing letters to 'Santa'. The play-plans show that other activities include 'maths games' and 'phonic lotto', both of which foster children's learning in fun ways.

Children arrive happily at the club, and quickly settle into the routine. They sit in a circle at the beginning of each session and listen attentively to each other as they talk to the group about what they have done at school that day. Staff explain the activities available for them and any other relevant information. This helps children to develop a sense of belonging and security, as they understand that their peers and the staff value them. Children's behaviour is good. Staff remind them of the club rules, such as taking turns and sharing, and not shouting indoors. This also helps to foster the children's security, as they know the boundaries for acceptable behaviour. The youngest children demonstrate that they feel safe and comfortable at the club as they confidently express their needs, such as asking to do particular activities, and knowing that staff will respond with interest and kindness.

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	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

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