

# Havelock After School and Holiday Playscheme

Inspection report for early years provision

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<b>Unique reference number</b>	160185
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<b>Setting address</b>	Havelock Road, Southall, Middlesex, UB2 4PA
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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**

Havelock Holiday Club and After School Club was registered in 2001. It operates from Havelock School in Southall, and is managed by the London Borough of Ealing Play Services. The Holiday Club is open to local children from four to under 12 years, during some school holidays. It runs from 08.30 to 17.45. The After School Club is open from 15.00 to 17.45 Monday to Friday in school term time. Children attend from two nearby schools as well as from the host school. The club maintains regular links with its provider schools. A maximum of 33 children aged from four years to under eight years may attend at any one time, and not more than eight of these may be in the early years age group. There are currently 14 children on roll, of whom, four are in the early years age group. Some older children also attend the club. The club makes use of a large hall, library and outside play area. The club supports children with special educational needs and/or disabilities, or those new to learning English, although none are present currently. There are three permanent staff all of whom hold appropriate childcare qualifications. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is an effective and well-organised setting. Children enjoy coming to the setting and staff know them well and respond sensitively to their varied needs and interests, so they all feel fully included in its community life. Parents particularly appreciate the children's good behaviour and friendliness, and their enthusiasm for the activities provided. Club leaders have instituted many improvements since the last inspection and they have the skills and commitment to continue improvements in the future.

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

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

- reframe questions on the parents' survey so they align more closely with the club's self-evaluation process and strengthen the link with parents
- add detail to planning to show what children might be expected to learn from the proposed activities so that their progress can be observed more effectively

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

Staff work as a close-knit team to ensure children's needs are met. They have a common understanding of the importance of good activities, good relationships and the promotion of good behaviour. They safeguard the children's welfare

effectively. The suitability of adults wishing to work with the children is checked carefully, visitors are required to sign in and out when they visit the club, and the facilities children use are secure from intrusion. Staff are well-trained in child protection procedures, conduct risk assessments of activities and equipment regularly, and have a programme of frequent well-recorded fire drills. Good food hygiene practice, free access to drinking water, and the promotion of clean hands and calm eating manners are typical of the care taken to ensure children's welfare.

The staff ensure that all the children are included equally and benefit from the lively and interesting activities provided. While at present there are no children with special educational needs and/or disabilities, or who are new to learning English, staff have the skills, resources and positive attitudes to meet their needs.

Staff regularly review the effectiveness of the club, and its strengths and weaknesses. This enables them to identify priorities for improvement effectively, and to undertake additional training where appropriate. Their surveys of the views of parents and children are good practice and contribute some valuable suggestions for improvement. However, the surveys are not sufficiently aligned with the review process for them to have maximum impact. Parents hold the club in high regard. One commented especially on the "friendly polite and well-behaved children". Staff have a good understanding of the statutory requirements governing provision for children in the Early Years Foundations Stage. They have made good progress towards implementing them, although they recognise that more needs to be done to ensure children's learning and development proceeds as well as it could.

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

The quality of provision for children's learning and development and for promoting their welfare are good. Children enjoy the activities provided, and comment particularly on opportunities for helping prepare snacks, dressing up activities, enjoyment of stories and vigorous outdoor activities including cricket. The club achieves a good balance between indoor and outdoor play even when the weather is unfriendly, and between activities the children choose independently and those initiated and led by adults.

Weekly plans show how play activities address the required areas of learning and ensure a balance across these areas. However, the plans are very general, and do not give a clear enough picture of what children might be expected to learn from the activities proposed. This makes it difficult for staff to identify the progress children are making. This said, new arrangements for assessment are being introduced with the support of local authority advice. Each member of staff is responsible for making periodic observations of significant moments of development in those children for whom she is the Key Person. Although still at an early stage of development, these observations show clear indications of good progress especially in areas such as social, physical and creative skills, and provide strong evidence of children growing in independence and confidence as they choose activities and help in the smooth running of the club.

Children behave well, and are considerate and helpful to each other. They contribute well to their learning and use the activity spaces, tools and equipment safely and sensibly. They wash before eating, with minimal reminders, and can explain why personal hygiene is important. Children develop a good understanding of healthy living. One young child commented about the "nasty things germs can do if they get inside you". Children respect the adults running the club. They quickly settle on arrival, listen attentively to adults explaining the day's events and offer help when they can. Helping make sandwiches is a particularly popular activity. They also contribute to this small, happy community by putting their ideas forward on the surveys of opinion. The children's positive attitudes, social ease and developing practical skills prepare them well in their future lives.

## 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	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	2
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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	3

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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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