

# Grass Roots Play at Honilands

Inspection report for early years provision

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**Unique reference number** EY396041  
**Inspection date** 06/11/2009  
**Inspector** Carolyn Mary Hasler

**Setting address** Honilands Primary School, Lovell Road, ENFIELD,  
Middlesex, EN1 4RE

**Telephone number** 07769 536 416

**Email** grassrootsplay@hotmail.com

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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**

Grass Roots Play is one of five after school clubs run by a private partnership. It opened in 2009 and operates from a large purpose built school hall. All children share access to a secure enclosed outdoor play area. The premises are easily accessible. It is situated in Honilands Primary School, in the London borough of Enfield. A maximum of 32 children may attend the after school club at any one time, of whom ten may be in the early years age group. Currently there are five children in the early years age group on roll, none of which have identified special educational needs and/or disabilities or have English as an additional language. The after school club is open each weekday from 3.00pm to 5.45pm, term time only.

The after school club employs two members of staff, both hold appropriate early years qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

Staff meet children's individual needs by working positively and promoting children's self-esteem. Information collected prior to children starting provides staff with the information they need to base a care arrangement on. They are enthusiastic and competent in the service they offer and this is reflected in outcomes for children. This is the setting's first inspection; the club has been running for approximately five weeks and is still getting to know children and their families. They are making steady progress in their development of the service.

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

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

- ensure information between the provider and parents flows two-ways, this relates to providing parents with information about staff qualifications
- ensure systems to identify any visitors including a record of their names, the purpose of the visit and details of arrival and departure times are consistently used
- develop procedures for the safe collection of children, in this case the identification of visitors to the external door used as a collection point.

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

Members of staff are knowledgeable about the different areas of abuse and signs and symptoms. They are aware of their responsibilities towards safeguarding children which includes recording and reporting their concerns to the registered

person. They are committed to following their procedure and maintaining confidentiality. The registered person ensures robust recruitment takes place and that all adults working with children have completed a Criminal Record Bureau check. She makes sure all procedures adhere to current legislation and follows these to ensure children are protected from harm.

The management and leadership team have a clear vision and plans in place to develop their service over a period of time, there are good intentions but little evidence yet of their plans in practice. All members of staff who work at the setting meet qualification requirements and there is a clear programme of continual training and personal development within the organisation. There is a first aider on the premises at all times. However, systems to ensure that parents are aware of staff qualifications are not yet sufficient enough to reassure them.

The environment has been arranged to ensure that all children have space and can move around easily. The key workers arrange the resources to enable children to initiate their own games; they are sufficiently experienced to understand when they should intervene or when children are happily playing on their own. All areas of the environment are used during the course of the club. This includes the outside space which is used primarily for physical play. Play resources and furniture are of good quality and well maintained, ensuring that children are comfortable while at the setting. The management team makes sure that ratios are maintained and that the staff team understand their roles and responsibilities. Although most systems are effective, some do not yet sufficiently work. For example, although they have a visitor's record, this is not constantly used. In addition, since the dark winter evenings began, there are problems with identifying who is at the external door before allowing entry and the safe collection of children.

Children and their parents receive a warm and welcoming reception into the setting. Those in the early years age group are collected from their class room. Current documentation records lots of information on children's unique backgrounds, providing staff with information to support individual care plans. Toys and resources are not yet sufficiently used to promote diversity issues. Regular staff have not yet thought through how they intend to support children's understanding of the world that they live in. Children are not restricted in their choices according to their gender and are encouraged to explore all resources and engage in a variety of games.

The leadership and management team have an extensive self-evaluation programme. They are able to identify future areas for development. Some of which are; intentions to update some of the policies and procedures, continued working and cooperation with the host school on a number of issues to support improvement in learning and play and safety issues. In addition, they intend to introduce both the children's folder and parent's folder to improve communication with both groups.

The staff team have worked with the school to promote a smooth transition for early years children from their school day into the setting. There are plans in place to work more effectively with the school during the next transition period when the

staff team intend to spend time during the school day getting to know children and building a portfolio of children's interests, likes and dislikes. The setting maintains links with the host school during the school year, sharing information on individual children, such as, developmental concerns and behavioural issues. Information is passed on by the after school club from the school to parents at the end of the session. They intend to develop this relationship so that interests in activities which take place at school are reflected within the setting's planning. This helps to maintain consistency in services while recognising the different roles each agency plays in the overall care package.

The leadership and management team are aware of the preconceived ideas parents may have about what they want from an after school setting and what they can expect. Prior to the start date, parents who attend the host school were given the opportunity of sharing their views through a questionnaire. At initial enquiry, parents receive the policies on; parents as partners, admission and a copy of the registration form. They have access to the full policies and procedures upon request. They also have access to a notice board and suggestion box. There are plans in place to make information more accessible through the parent's folder where information will be dispersed between photographic pictures of their children enjoying the service. However, the setting has not had time yet to prepare and introduce this. Additional plans for the future of working with parents include introducing coffee evenings and questionnaires at regular intervals.

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

When asked, children share that they enjoy coming to the setting enjoying all the resources and the people who are there. They are lively and enthusiastic, actively engaging in activities. They appear confident which enables them to ask for help where necessary. Children are all independent, they are able to express themselves very well and ask for resources that are less accessible. They are confident within relationships and play with others without conflict. The setting is currently developing a photographic record of children playing at both spontaneous and planned activities in order that they can use this as reference for independent choice making.

Children are learning the skills to adopt healthy lifestyles; they have access to outside areas and have a variety of resources which include a climbing frame, balls and skipping ropes. In addition, games such as Duck! Duck! Goose! and Simon Says! encourage children to be active and learn coordination skills. They understand that when they are active their hearts beat faster and they become hot. They understand also that being active keeps them healthy. They have lots of opportunities to use mark making tools and become involved in fine detailed creative activities, such as, making patterns with beads, sticking and designing models from construction and other materials, such as, dough. Children are learning the importance of why they should wash their hands before they eat and after using the toilet; they are able to explain that washing hands kills germs. Children provide their own snack and understand which foods are healthy and which are not.

Children are able to talk about the club rules which they helped to identify and in general are managing their own behaviour well, respecting others choices, being helpful and polite to one another. They are responsive to members of staff who are very kind to them and eager to resolve any issues. For those children who are finding the day long and are unsettled, there is a quiet area. Staff are comforting and supportive, engaging and encouraging them to interact with others.

Children all have good communication skills and are able to make their feelings understood. Activities such as making dough, help them to practise measuring skills, work out how materials or colours respond when mixed together. Children understand that ingredients need to be measured in order for the mixture to work, the staff enhance these skills through discussion and in exploring textures, consistency, choice making and sharing. There are several computers available which they have free access to, these are popular and they are learning to be patient, help each other access games and turn taking.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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  | 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                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

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

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| 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        | 3 |
| 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