

Teamy - Brookland

Inspection report for early years provision

Unique reference number EY391224
Inspection date 15/10/2009
Inspector Lynn Palumbo

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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

Teamy Brookland was registered in 2008 and operates from Brookland primary school in North London. A maximum of 24 children from birth to eight years may attend the after school club at one time. The club is open from 15.30 to 18.00, Monday to Friday, during term-time only. Children may use the dining areas, school hall and playground, which are easily accessible. Children are collected or arrive from the infant and junior schools. There are currently 50 children on roll, of which eight are in the early years age group. Children attend different times of the week.

The club currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. They are registered on the Early Years Register and the compulsory part of the Childcare Register.

There are four members of staff, three of whom hold appropriate early years qualifications to NVQ level two. The manager holds a NVQ 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff meet the individual needs of the children by working positively and promoting their self esteem. Children make good progress in their learning and development as they have a wide range of good quality resources and play experiences with which to engage and have fun. The manager has the capacity to self-evaluate her practice with children and strives towards constant improvement for their benefit

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so it includes all required information such as details of review and any action taken following a review (Suitable premises, environment and equipment) 03/11/2009

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

- continue to promote children's understanding of diversity through activities and experiences to ensure that children talk about, value and develop an understanding of other cultures

The effectiveness of leadership and management of the early years provision

The manager has a secure understanding of child protection procedures and knows where to make referrals. The manager has records of risk assessments for the areas used by the club. However, the records do not always include all required detail such as when the risks will be reviewed and any action taken following these reviews. This does not ensure any potential hazards are promptly identified and minimised. Appropriate recruitment and vetting procedures are consistently undertaken for all staff and first aid qualifications are in place. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed.

The key workers arrange the wide range of good quality resources at the children's level. This enables children to independently access them. Children are also able to use the school hall or secure playground for physical activities. Although there are very good procedures in place to ensure children arrive from the infant school promptly, this is less effective in the junior school as some children arrive late.

The manager has systems in place to self-evaluate. She has updated her policies and procedures so they are up to date with current legislation. In addition she has identified future areas for development, for example, she is keen to develop her knowledge of other diverse groups to enable children opportunities to explore and learn about other cultures within society. The manager has good links with the school to ensure children with special educational needs and/or disabilities are well supported.

The key workers have good relationships with the parents. Parents are informed about their children's learning and development everyday and they have access to samples of their children's work and profiles. Parents receive copies of relevant policies and provide all parental permissions, such as consent for emergency medical advice or treatment. The manager ensures she obtains all details about the children from parents and teachers to ensure they settle well into her club. Parents complete questionnaires and their comments feeds into the continuous improvement of the club.

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

Children play in a well-organised environment where they can choose from accessible resources to initiate activities, according to their interests. For example, during free choice time, they create structures with bricks or complete homework. Key workers have a secure understanding of the Early Years Foundation Stage framework and guidance, and children are making good progress across the areas of learning.

Children are given opportunities to develop their creative skills as they take part in painting competitions, create structures from clay and design collages. Children

enhance their awareness of problem solving, reasoning and numeracy. They measure fluids and weigh ingredients whilst making a variety of recipes, such as cheese snakes, vegetable sushi and lemon cakes. In addition, they decode messages as they participate in treasure hunts. They develop their gross motor skills as they explore space and movement, for example, they energetically play football, handball and regularly participate in team games. They are sociable, make friends with each other and have a mutual respect. Although children have explored Japan through origami, they have less opportunities to access resources and play materials which reflect other cultures. All children are encouraged to access all toys and resources regardless of their gender. Children become involved with planning activities as they decide what recipes they wish to cook. In addition, they sensibly prepare the ingredients for tea so all children can prepare their own sandwiches

Children are learning to be healthy. They are cared for in a setting where very good hygiene procedures ensure the health of the child. For example, they wash their hands before and after they eat their tea. Children are proud to tell the childcare inspector about all the healthy nutritious foods they eat. For example, tuna sandwiches, fresh fruit and vegetarian options are available if children do not eat meat. Although, children receive water and fresh juice from the key workers, there are fewer opportunities for them to access water independently. Children are learning to be safe, for example, they take part in fire drills and learn to walk safely within play areas. They attend 'children's meetings' where they establish ground rules to help them to learn how to manage their own behaviour. In addition, staff suitably manage children's behaviour with positive methods appropriate to their level of understanding.

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