

Wonderyears Childcare Ltd

Inspection report for early years provision

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Inspection date

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Inspector

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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.

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Description of the setting

Wonderyears Out of School Club at Hilldene opened in November 2002. It operates from Hilldene Primary School, which is situated in a residential area of Harold Hill, Essex. The setting is open each weekday from 15:00 to 18:00 during term time and school holidays. All children share access to a secure enclosed outdoor play area. The setting liaises well with the main primary school for the care and education of the children. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language, but currently there are no children in these categories on roll at the time of the inspection. There are currently 42 children on roll, five of whom are within the early years age group. The setting employs three staff. One staff has a level 3 diploma in childcare and education, another has National Nursery Examination Board qualification, now referred to as Diploma in Childcare and Education and the third member of staff has a National Vocational Qualification at level 2. The setting is registered on the Early Years Register and on the voluntary and compulsory Childcare Registers. There is a ramp which ensures access to children who may require disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Wonderyears is a satisfactory out of school club where children play within a comfortable and harmonious environment. All children are fully included in the range of activities and use of equipment. However, the specific needs of children in the early years age group are not always fully addressed, which makes it difficult to assess the level of progress they make towards the Early Learning Goals. Parents and carers are happy with the care their children receive, as shown in one parent's comment, 'My child is happy and has a good time at the club'. The club has a satisfactory capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that planned activities fully address the specific needs of children within the early years age group and assess the level of progress children make towards the Early Learning Goals

The effectiveness of leadership and management of the early years provision

Steps to ensure that children are included equally and the attention to the welfare of the children are satisfactory. Risk assessments are carried out on a regular basis and safeguarding systems are satisfactory. Whilst policies are in existence, some require continuing revision to bring them up-to-date. Some of the required policies

such as the safeguarding policy are not always on site to guide staff in ensuring that the correct procedure is followed in the event of a child making a disclosure. Staff supervise and support the children well during activities which extend their activities and promote their well being. Well established systems are in place for recording children's arrival and departure times. This ensures that staff can account for each child's movement. Self-evaluation is satisfactory. Leaders have identified that additional training is required to keep up to date with current childcare legislation. Managers liaise closely with the local authority with a view to drive improvement, but efforts to access the required training have not yet been successful. Subsequently, the range of activities provided does not always fully address the needs of children within the early years age group. Although the club is well resourced, at times, children have restricted access to resources and this does not maximise their play opportunities. Celebration of cultural events such as Chinese new year and tasting tropical fruits are suitably developing children's awareness of cultures other than their own. Children use the outdoor play facility to undertake active physical play sessions such as energetic ball games and make confident use of the adjacent primary school's outdoor climbing and balancing equipment. Parents have appropriate opportunities to undertake informal discussions with staff about their children's progress. They are provided with a helpful range of information about the club when their children join. Staff use the valuable background information from the local school appropriately to plan for the care and the purposeful engagement of the children. The setting has addressed the issues for improvement identified during the previous inspection effectively and has a satisfactory capacity to improve into the future.

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

The setting provides interesting activities for the children, which sustain their concentration. Children are happy and feel safe at the club. As one child said, 'I like it here, I have many friends.' Adults know the children well and provide good support during activities such as recreating model road and railway lay out. However, the range of activities planned for the children does not always fully cover all the areas of their learning and at times this leaves gaps in their knowledge.

Children make suitable contributions to their learning, for example, making their own choices about which activities to undertake and clearing up equipment after use. Staff manage children's behaviour well and consequently, behaviour is good. Children are polite and courteous. Children co-operate with each other during games and activities and value and enjoy each other's company. Adults organise regular activities such as the exciting range of game sessions and these help to develop the children's social and team working skills. Children enjoy role play activities during which they dress up as a 'policeman' or as 'Alice in wonderland' and these develop their imaginative skills appropriately. Children feel safe and are re-assured by adults' presence and consequently settle quickly and want to get involved in the varied activities provided. Staff engage actively with the children to create a harmonious and lively atmosphere for learning. The children's physical development is good and children participate

enthusiastically in ball games such as tennis. Each day children choose from a range of healthy snacks which includes hot food options. Good hygiene routines are well established for eating and tidying up afterwards and hygiene requirements are fully met. As a result, children make good progress in adopting healthy lifestyles. By the time they leave the setting the children are suitably prepared for their future learning.

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?	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	2

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

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	2
The extent to which children adopt healthy lifestyles	2
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

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

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure that the guidance on the procedure to be followed in the event of a child making a disclosure is always accessible to staff

21/11/2009