

St. Gregory's Holiday Playscheme

Inspection report for early years provision

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Inspector Victoria Vasiliadis

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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

The setting has been registered with Ofsted since 2001 and is located in St. Gregory's Primary School in the borough of Ealing and is run by Ealing council. The setting is open from 8.30am to 5.45pm every day during most of the school holidays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from five to eight years may attend the setting at any one time. There are currently 38 children on roll, of these, five are within the early years age range. Children over 8 years are also in attendance.

The setting employs five staff who work directly with the children, of these, half hold appropriate qualifications to the post.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are settled, secure and happy within this setting. Children are provided with a good balance of child-led and adult-led activities. They are free to make choices in their play and can either play inside or outside, which promotes their independence skills. There are effective systems in place to share information with parents and carers for those children within the early years age group. The setting are aware of their own strengths and weaknesses and are keen to make improvements in order to develop the service offered and to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- review the organisation and planning of group and lunchtime routines to ensure that all of the children's individual needs are met
- devise effective systems to ensure that those children with special dietary requirements, preferences or food allergies are known to staff.

The effectiveness of leadership and management of the early years provision

Staff are suitably deployed and children supervised and supported at activities, this ensures that they are cared for in a safe and secure environment. The manager and staff carry out daily visual safety checks on the premises and clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. For example, effective risk assessments are in place and staff have taken action to ensure that risks, both inside and outside, have been

minimised so that children can play safely. Staff have a good knowledge of safeguarding children and of their roles and responsibilities in reporting concerns. There are robust systems in place for the safe recruitment and vetting of those adults working directly with the children.

The setting has effective systems in place that enables them to work well with parents and carers. For example, a parents' notice board is used to display useful information, such as activity plans, some of their written policies and information about their registration. Staff ensure that parents provide written information about their children's individual needs including any disabilities or special educational needs. Through discussion, the manager recognises the importance of working alongside other adults involved in the children's care and education. Appropriate children's records are maintained and relevant levels of consent are in place. This ensures that children's individual needs are identified and their welfare and safety promoted.

The setting shows a commitment to developing their service and have addressed the recommendations made at the last inspection. Systems are in place to self-assess the service which are ongoing and developing. Managers and staff are involved in the self-evaluation process and areas identified for improvement are shared with senior management and acted upon. They continue to work on areas such as observation and assessment and developing staffs' knowledge of the six areas of learning. Parents' feedback is sought via questionnaires. Discussions with parents reveal that they are happy with the service offered.

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

Children are engaged and content within the setting. Children settle quickly and separate from parents with ease. Those children that are attending for the first time are supported by staff who help them to feel included as they involve them in activities and talk to them in a sensitive and calm manner. For example, a child that had initially been upset at having been left for the first time, settled and was soon engrossed in making models out of clay with a small group of friends. Children are allocated a key person which contributes to making them feel secure, confident and promotes their self-esteem.

Children are provided with a balance of child-led and adult-led activities. The children are free to make choices in their play and can either play inside or outside. The children have access to a good range of activities, resources and equipment. They particularly enjoy the creative activities on offer. For example, they construct elaborate models with the clay and building materials and make up their own stories and design cards for family members. However, there are times during the course of the day when routines are not suitably organised to ensure that children are appropriately engaged. For example, after lunch some of the children have finished their lunch and then leave the table but no activities or resources are prepared for them. As a result, some of the older children's behaviour deteriorates.

The children learn value and respect for themselves and others as appropriate systems are in place to manage children's behaviour. Children are encouraged to agree the rules of the setting and their comments include respecting each other, not hitting or swearing. Children are generally well behaved, and any difficulties are managed appropriately by staff who talk to children about the consequences of their behaviour. Children have opportunities to learn about their own and other peoples cultures as the setting acknowledge festivals such as Chinese New Year and Easter. For instance, they are planning to visit a Chinese restaurant as part of their Chinese New Year celebrations.

Children have good opportunities to develop their physical skills and to develop a healthy lifestyle as they are able to access the school playground and fields where they can play football, cricket and team games. Children are encouraged to remind their parents to provide healthy snacks and lunches, discussions take place about healthy options and foods which are good for them. Children sit together at lunchtime which is a social event and staff are aware that there are children with allergies in attendance. However, the systems for identifying those children new to the setting, who do have allergies, are not sufficiently developed.

Children know what to do in the event of a fire because they routinely practise the evacuation procedure. Discussions with the children also take place about what they should do if they hear the alarm system to indicate that there is a fire. Children actively contribute to this process. For example, one child reminds the group that if there is a fire then they shouldn't stop to pick up their belongings.

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	3
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	3
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