

More Grace After School Club

Inspection report for early years provision

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EY393719

Inspection date

01/02/2010

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

More Grace After School Club opened in 2008 and re-registered at its current premises in 2009. The setting operates from one main hall, within The Crown community centre. It is situated within walking distance of schools and shops in Basildon, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the setting at any one time. The provision opens five days a week during school term times. Session times are from 3.00 pm to 6.00 pm Monday to Friday.

There are currently 21 children aged from five to eleven years on roll. Children attend for a variety of sessions and the provision serves the local community and wider areas.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision currently employs two staff. The managers hold appropriate early years qualifications, and they are also undertaking further training to extend their professional status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the early years age group are suitably supported as staff have a secure understanding of the Early Years Foundation Stage (EYFS) and meeting children's individual needs. Staff have positive relationships with children and their parents to ensure that all children enjoy their time at the setting. Staff successfully engage with parents and carers, and work well with outside agencies, ensuring continuity of care is promoted. Systems for evaluation to monitor their practice have yet to be developed to ensure ongoing improvements are maintained.

What steps need to be taken to improve provision further?

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

- extend the range of resources and equipment and ensure equipment are suitable for children's age and physical development
- ensure the premises is maintained at a suitable temperature
- develop self-evaluation systems to ensure continuous improvements are made.

The effectiveness of leadership and management of the early years provision

All the required documentation, including policies and procedures are in place and are effectively maintained for the safe running of the provision. Clear safeguarding procedures ensure the staff team have a good understanding and are able to promote children's welfare. This includes procedures for dealing with existing injuries, and ensuring appropriate information is shared with local schools. All staff are vetted and induction procedures are in place to ensure that new staff are all fully aware of their roles and responsibilities. A daily checklist is completed on all areas inside and outside of the setting which ensures that children remain safe and are not exposed to any hazards. However, the heating system does not effectively heat the hall to a suitable temperature. There are suitable safety procedures in place for the collection of children at the end of the school day.

Resources within the setting are set out to allow children to make free choices about what they wish to do. Staff plan activities and ensure that there are resources for children to complete the activities at their own pace, however, there are limited resources and table and chairs are not suitable for the younger children. The club is inclusive to all children and families, as staff ensure the setting is warm and welcoming, and adaptations are made to support all the children. Staff are suitably deployed to support children and ensure routines run smoothly. Children benefit from the enthusiasm of the staff and their commitment to ongoing training, however, self-evaluation systems have not yet been developed to ensure continuous improvements are made.

Suitable relationships with parents have been established, as staff ensure parents are provided with policies and procedures, notices and regular newsletters to ensure they are kept up dated with the club's activities and any planned topics. Parents comments include their satisfaction with provision and their child enjoys attending the club. Staff have developed secure working relationships with the local schools, promoting continuity for children's welfare and learning.

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

Children are happy and secure within the club, as they are able to access a suitable range of activities and resources and they are given support and time in their play. The provision takes account of individual children's interests and abilities and provides a balance of child-led and adult-initiated activities. Where necessary staff modify or provide additional materials so that all children can participate at their own level. A safe and welcoming environment has been created for the children. Staff encourage and value positive behaviour, to promote children's emotional well-being. All children form close friendships with one another, and the older children are considerate and caring in towards the younger children. A buddy system is in place to support any new children attending the provision.

Planning and assessment arrangements are in place for children in the early years

age range, written activity plans incorporate the six areas of learning and children's comments are beginning to be included in the planning. There are good systems in place for the tracking of girls and boys play, to help staff effectively monitor the provision of activities. Children work well together and settle into activities, they enjoy participating in art and craft activities, such as Hamma beads, also role play and board games. Children particularly enjoy the planned physical activity sessions of 'fit kids' power hour, and trampoline sessions. They competently and independently take turns and share in their play. Children are also given the opportunity to complete their school homework.

Children's health is suitably promoted as they have fresh healthy snacks every day, and they also have access to fresh drinking water and fruit juice to ensure that they remain hydrated. Hand washing facilities are suitably maintained and children are reminded by staff to wash their hands when needed. They have regular access to play outside in the secure outdoor area. Children have a good understanding of their own personal safety, as they participate in regular fire drills and they follow road safety procedures while walking from the school. Overall, children's health and welfare is suitably promoted.

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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	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

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