

# Childville Centre

Inspection report for early years provision

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**Unique reference number** EY277652  
**Inspection date** 25/01/2010  
**Inspector** Jennifer Liverpool

**Setting address** Manor Junior School, Sandringham Road, Barking, Essex,  
IG11 9AG  
**Telephone number** 07919 913302  
**Email** childvillecentre@yahoo.com  
**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

Childville Centre (After School Club) is one of six settings run by Childville Centre Limited. It opened in 2004 and operates from a school hall in Manor Junior School in the Barking area within the London borough of Barking and Dagenham. All children share access to a secure outdoor play area. The club opens five days a week during school term time from 7.45am to 9am and 3pm to 6.30pm.

The club is registered to care for a maximum of 26 children at any one time. There are currently 36 children from four to 11 years on roll and of these, three are in the early years age range. The club supports a small number of children who have special education needs and/or disabilities. There were no children in the Early Years Foundation Stage present at the time of the inspection. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs four staff and all hold appropriate early years qualifications. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff create a welcoming, safe and inclusive environment that ensures resources and learning opportunities are available and accessible to all children that attend the breakfast and after school club. The arrangements for observational assessments and various activity plans indicate that children are provided with purposeful activities that enable them to make good progress in their learning and development. Strong partnership with parents and other professionals contributes to meeting children's individual needs. Effective systems are in place to ensure children are safeguarded and that their health and well-being is successfully supported. The club has good procedures in place to maintain continuous improvements.

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

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

- develop the process for self-evaluation to include the views of parents in order that they can become more involved in the decision making for improving the outcomes for children

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

Effective systems are in place to ensure that children are well protected. For example, staff demonstrate very sound knowledge of the signs and symptoms of

abuse and they demonstrate good knowledge and understanding of how to proceed if they have concerns about a child in their care. There are good recruitment procedures in place, including the process for ensuring that regular support workers from external agencies are also vetted. This means that suitable and experienced persons look after children. Risk assessments are carried out daily and thoroughly, and used to identify and minimise the risks of potential hazards. Staff also regularly review the accident record to help recognise any patterns of incidents and the information is used to ensure precautions are taken to reduce accidents. Resources and equipment are of good quality and used well to support children's learning and development.

Staff explain that they closely liaise with parents to obtain and gather information about children's interests, capabilities, likes and dislikes when they start to attend in order to know about children and meet their individual needs. Regular newsletters, useful information about the Early Years Foundation Stage and accessible policy documents mean that parents are kept informed about the provision. Although parent questionnaires have been devised, these are not yet given out to parents in order that they can give their views about the club. Documentary evidence show that parents are well informed about their child's progress and that they also contribute to their child's observational assessments. Staff have established links with teachers and support workers, which compliments children's care, learning and development. All relevant records for the care and welfare of children are in place. Documents are well organised so that all staff are able to know where to find and record information that relates to the health and safe management of children at the club.

The manager and the staff demonstrate a very sound understanding of their role and responsibilities to promote children's welfare, learning and development. The proprietor regularly visits the club and provides good support to the manager and staff ensuring that they are fully kept up to date with relevant information and that the Early Years Foundation Stage is firmly instilled in the day to day practice within the club. The proprietor has clear aims for the club and she works collaboratively with her staff to self-assess their practice to further improve the outcomes for children.

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

The manager has taken action to ensure that each child in the Early Years Foundation Stage is allocated a key person to respond to their needs. Staff's comments and documentation indicates that there are good systems in place to support children with additional needs. For example, staff work alongside support workers to meet and plan for individual children's needs. During the inspection, children and parents visiting the club are greeted and made to feel welcome by staff. They are also introduced to children and encouraged to spend time observing the session. The accommodation comprises of a large hall and the staff organise the indoor space effectively for children to play actively, experience creative opportunities and have space for relaxation. Equipment and toys are in good repair and accessible; the quantity of toys is sufficient for the numbers of

children that attend the breakfast club and the after school session. The school's book library is in close proximity to the hall and also there is an extensive range of musical instruments that can be made available for the children to explore musical sounds. The manager explains that discussions, daily routines and reminders help children to learn to about staying safe. Samples of the menu indicate that breakfasts and snacks are varied, nutritious and include healthy choices that can enable children to adopt healthy eating habits.

Documentary evidence of initial assessments obtained from parents at the start of their child's placement and staff's ongoing observational assessments enable staff to ensure that each child's learning and development is met. There is also evidence that parents contribute to their child's assessments, which demonstrates a two way flow of information between staff and parents. Documentation such as the current activity plans and recent photographs shows that staff plan and provide a varied range of activities that covers all aspects of the six areas of learning to support and extend the learning of children in the Early Years Foundation Stage. For example, there are opportunities for children to paint, draw and make collages using a range of materials. Staff explain that the compact disc player is used for dance and music and movement sessions. There are planned opportunities to promote children's communication, language and literacy through word games, group conversation at circle times and the availability of well stocked writing materials. The manager talks about how she supports children to understand the concept of simple addition and subtraction during free play and in practical activities. Examination of past activity plans show that children have many opportunities to learn about the wider world through discussions and celebrating various festivals, such as, Diwali and Christmas.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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