

# Asha Neighbourhood Project Play Scheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY295892
<b>Inspection date</b>	18/02/2010
<b>Inspector</b>	Ann Webb
<b>Setting address</b>	The Building Blocks Centre, Maud Avenue, Leeds, West Yorkshire, LS11 7DD
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<b>Email</b>	
<b>Type of setting</b>	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

Asha Neighbourhood Project Play Scheme operates on the site of the Building Blocks Centre in the Beeston area of Leeds, serving families from the local community, giving priority to the south Asian community. The centre is close to local schools, shops and transport services.

The club is registered to care for 24 children aged under eight years, of whom 24 may be in the early years age range. It is open daily every school holiday, with the exception of Christmas and spring bank holiday, between 1pm and 3pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children on roll, three of whom are in the early years age range and receive the majority of the Early Years Foundation Stage with other providers.

A minimum of three staff work with the children, two of whom have a childcare qualification to level 3. The club offers recreational activities for children and has use of the hall, outside play area and associated facilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Partnerships with parents are professionally managed and support good levels of communication, for example, through written and verbal exchanges of information. This enables the staff to identify and meet children's individual learning and care needs appropriately. The systems for evaluation are not sufficiently developed to enable the identification of all strengths and weaknesses of the provision. However, reflection of practice and feedback from parents and children are used positively to inform and target some areas for further development.

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

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

- ensure that children are assigned a key worker (Organisation). 04/03/2010

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

- develop the range of resources available for children so that they can use their imaginations and make choices
- continue to develop the systems used to evaluate the strengths and weaknesses of the provision.

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

The management and the staff have a sound understanding of how to protect the children in their care. For example, a clear and detailed safeguarding children procedure is in place and the systems to record and report any concerns are understood by all the staff. Additionally, all persons working at the premises have undergone the required background and suitability checks. Appropriately applied procedures, such as emergency evacuations and monitoring access to the premises, further ensure the safety of the children and support their understanding of how to contribute towards their own safety. All the required records and documents are in place and effectively support the children's welfare and learning, and the staff have a good understanding of their roles and responsibilities.

The staff and manager work well together and suitable team relationships ensure a homely and relaxed learning environment, which leads the children to safely and confidently explore their environment and complements the Early Years Foundation Stage which they receive elsewhere. The day-to-day routines and procedures are appropriately organised and not hurried, which enables the staff to respond appropriately to the children's individual interests and needs, however, a key worker system is not in place. This is a breach of regulation.

Strong partnerships with parents enable the setting to support children's learning and care effectively, and parents' comments are valued and used positively to make continued improvements to the provision. The setting has an appropriate capacity to make improvements. For example, since the last inspection, a review of record keeping and availability of information has been implemented. Additionally, some informal evaluation takes place based on feedback from children and parents. This information is used to plan activities but does not enable the setting to determine the strengths and weaknesses of all areas of the provision.

The staff make appropriate use of available resources and toys, and activities are suitably presented. However, there is a lack of resources which stimulate children's imagination or enable them to browse books. The staff ensure that all children are able to participate in all the activities. They enable the children to develop an appropriate understanding of the diversity of the community in which they live and resources reflect positive images of gender, race and disability.

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

The children are able to make a positive contribution towards their own hygiene and health. They know that they need to wash their hands after toileting. Additionally, they are able to help themselves to drinks when they are thirsty. During their everyday play, the children explore colour and texture and express themselves through creative play, for example, painting and pattern making with beads. Their physical development is appropriately promoted through active play indoors, accessing a range of large equipment such as skittles, stilts and a

balancing board.

The children are developing appropriate communication skills and chat happily with their friends and with the staff, enjoying relaxed conversations as they engage in group activities and games. They are confident to make their own choices and to direct their own play, and enjoy a mostly appropriate range of resources and equipment. They behave well and understand what is expected of them, listening to staff and responding positively to their praise and encouragement.

The staff have an appropriate understanding of the children's interests and abilities. They observe the children during their play and seek their views and opinions. This enables them to plan activities which stimulate their learning and enjoyment, for example, designing their own artwork to take home. Information about the children's achievements is shared with parents and used to inform the next steps for children's development.

The children make friends easily and are settled and happy in their surroundings. They have an appropriate understanding of how to share and take turns and are keen to be involved. They use number and mark making in meaningful ways, for example, counting the number of skittles they knock down, looking at the clock and identifying the numerals and printing their own names on their artwork. They become familiar with some aspects of technology, using a digital camera to capture images of their friends and a model they construct.

The children's creativity is appropriately supported through a reasonable range of activities and resources. For example, they spend time drawing and painting and are proud to display their work. They enjoy construction and concentrate on tasks, working things out for themselves and resolving challenges and problems.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
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