

Hempstead Youth Centre

Inspection report for early years provision

Unique reference number

EY401618

Inspection date

10/05/2010

Inspector

Cilla Rachel Mullane

Setting address

Hempstead Centre, Hempstead Road, Rainham, Kent, ME7
3QG

Telephone number

not known

Email

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

Hempstead Out Of School is one of several out of school groups run by Kinder Nurseries Limited. It opened in 2009 and operates from three rooms in a youth centre. It is situated in Hempstead Village, Gillingham Kent. A maximum of 50 children may attend the Out Of School at any one time. The Out of School is open each weekday from 3.00pm to 6.00pm for 50 weeks of the year. All children share access to the next door school's playing fields.

This provision is registered on the Early Years Register, and 12 children in the early years age range currently attend. The club is also registered on both the voluntary and compulsory parts of the Childcare Register to care for children aged over 5 years.

The Out of School group employs four staff. Three of the staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This out of school club provides care for school aged children, a few of whom are within the early years age range. The club has recently moved to new premises, and has had some organisational problems which have led to unwelcoming premises, and poorly planned and resourced sessions, and the needs of the children in the early years age range have not been consistently met in the first few weeks. Progress is now being made, however, children are inadequately safeguarded. The play-based provision now adequately complements the structured school day, and a basic range of resources is set out before the children arrive. A key person system is partly in place, starting to ensure that children's individual needs are met, and staff have just begun to use their knowledge of children's interests to provide play activities tailored to each child's needs. A self evaluation process identifies appropriate targets for improvements, but these have not yet had a significant impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare) 31/05/2010
- ensure that all staff are aware of the symptoms of individual children's allergies, and undergo training to administer specific treatments or medication, where necessary (Safeguarding and welfare). 31/05/2010

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

- organise space and resources so that children have an area to relax, and to ensure all children can benefit from a wide range of attractively presented play opportunities at all times
- ensure that the care of older children does not adversely affect the care and enjoyment of children in the early years age range.
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop the key person system so that an adult is assigned to each child, forms a special relationship with that child, and liaises with parents to help support and extend children's learning and development
- ensure all records are easily accessible and available on the premises at all times.

The effectiveness of leadership and management of the early years provision

The out of school club is generally organised to a satisfactory standard. However, children are not adequately safeguarded. Parents' written permission to seek emergency medical treatment or advice is not obtained, which is a breach of the Early Years Foundation Stage requirements. Furthermore, not all staff are aware of the symptoms of children's allergies, or how to administer necessary treatment, if required, which has the potential to put children at risk. Staff are guided by detailed safeguarding procedure which informs them as to the correct procedure by which to refer concerns. Children are safe and secure within the premises: risk assessments identify hazards and eliminate dangers. Staff are vigilant: they regularly carry out headcounts, especially when children are playing outside in the school grounds. The main door is secure, and only known individuals are allowed in to collect children. Most required records and documentation are maintained to a satisfactory standard. However, not all are readily accessible on the premises, (although they are kept in the nearby nursery).

The setting has not yet fully established a system of ongoing self evaluation in order to continuously improve outcomes for children. However, they have improved their organisation so that staff have time to set up the environment before the children arrive, and they have a few well-targeted improvements planned, such as extending the key person system to support all the early years children.

Parents are made welcome, and confidently enter the club to chat with staff and sometimes to join in activities. Staff are just starting to work with them to find out young children's interests, so they can plan to meet their individual needs. They are informed of changes in writing: for example, they have had a recent letter telling them that children will be visiting the library. The early years children are collected daily from the nearby infant school, and any concerns are conveyed to staff, so children's needs can be met.

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

Children in the early years age range generally enjoy their time at the out of school club. The provision of outdoor play is a strength, and young children enjoy making up the rules as they play football with a member of staff. They use up energy after the school day playing cricket, using skipping ropes and playing with the parachute. When a quiet area is available, they relax, reading with friends. They enjoy going to the nearby library to choose their own books.

Staff have recently arranged access to the premises so that they can set out the rooms before the children arrive. Therefore the rooms are fairly welcoming, with a basic choice of toys and equipment and activities available from which the children may choose. Children in the early years age range enjoy relaxing on the soft cushions to read together, but a limited range of resources means that they do not always gain the maximum enjoyment from the toys. For example, there is a selection of pretend kitchen resources, but no play-kitchen. The deployment of staff is satisfactory, enabling some children to choose to play outside, while others remain indoors. However, the key worker system for the children in the early years age range is not fully established, so not all have formed a special relationship with a nominated member of staff.

The early years children are sometimes included in activities with the older children, who are often kind and caring: for example, staff offer support to enable the young children to prepare and serve their own food, and they join in making dens with the older children. However, occasionally the youngest children do not feel safe, as the older children have an adverse effect on their enjoyment, for example, when staff do not hear their requests for more food over the louder voices and high spirits of the older children.

A choice of healthy food is offered, and children sometimes assemble their own snacks, for example, making wraps from cheese, cucumber, ham and pepper. They are therefore thinking about the benefits of a balanced diet.

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	4
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