

Waterloo Meadows Play Centre

Inspection report for early years provision

Unique reference number 955484
Inspection date 14/04/2010
Inspector Sheena Bankier

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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

Waterloo Meadows Out of School care registered in 1989. The club is run by the Early Years and Play Service department at Reading Borough Council. Waterloo Meadows Children's Centre is situated in central Reading. The group has use of the centre's facilities including a soft play room, sensory room and secure outdoor area. A maximum of 40 children for the after school club and 50 children in the holiday club from four years up to eight years of age may attend at any one time. The holiday club is open every weekday from 8.30am to 5.30pm during the Christmas, Easter and half term school holidays. The after school club opens Monday to Friday from 3.00pm to 6.00pm term time only. Children can be collected from local schools.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll in the early years age group. Children have a choice of attending morning sessions, afternoon sessions or all day. The club serves children mainly from the local community. The setting is able to support children with special educational needs and/or disabilities and children for whom English is an additional language. The setting employs permanent staff and recruit seasonal staff as required. All permanent staff hold a recognised childcare or play work qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is proactive in providing a high quality service to children and parents. Good self-evaluation enables the setting to identify its strengths well. The setting actively seeks children's and parents' views and these are highly valued. Children benefit from a wide range of activities and play experiences that fully complement and extend their learning. Policies, procedures and risk assessments are overall thorough and purposeful, particularly in respect of children's good health, well being and safety. The setting recognises the importance of strong partnerships with parents and others to provide continuity 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 equal opportunities policy and consider extending the policy to include how inappropriate attitudes and practices will be challenged, how the provision will encourage children to value and respect others, and ensure staff put this into practice in their work with the children
- develop the use of the system of self-evaluation to further identify future improvements.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive understanding and knowledge of safeguarding issues. All staff receive training which significantly enables them to recognise potential signs and symptoms of abuse and respond appropriately to concerns about children's welfare effectively. Very robust policies and procedures are in place to safeguard children and provide exceptionally good information to staff. All staff undertake criminal record bureau (CRB) checks and the setting has clear recruitment procedures to protect children. Extremely thorough risk assessments promote children's safety extensively, for example, they cover all aspects of the premises, equipment, activities and outings.

The setting clearly consults with staff, children and parents well to contribute effectively to self-evaluation. Self-evaluation is overall good with the setting clearly understanding the strengths of its provision through clear analysis. Proactive regular monitoring and training for staff benefit children's outcomes successfully. The setting maintains continuous improvement well. Through analysis and evaluation the setting soundly identifies most of the main improvements for the future.

The premises are exceptionally child friendly, bright and inviting. Children benefit from a very wide range of activities and play experiences. Children utilise the resources and equipment with enthusiasm and interest. The equal opportunities policy clearly challenges discrimination and promotes inclusion and equality, although does not fully reflect how the setting will challenge inappropriate remarks or encourage children to respect and value each other. Effective systems are in place to ensure communication with parents and others is cohesive, particularly in respect of children with specific needs. The setting links well with schools that children attend, particularly when children attend after school. Comprehensive information is available to parents and the setting gain in-depth information regarding children's individual needs.

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

A wide range of experiences enables children to follow quiet and active pursuits. Children have equal access to all activities and resources. Children are able to make choices and decisions from the activities and resources on offer and staff take their interests and ideas fully into account. They develop new skills and extend their knowledge and understanding through fun and interesting activities, for example, making a soft toy using a sewing machine with one-to-one support. This supports children in developing excellent skills for the future. Specialist workshops enable children to take part in new and exciting activities, such as, circus skills. Staff provide excellent support to all children and this ensures all children take an active part in the club. Staff are highly involved in children's play and activities, such as, playing tag outside or playing board games to promote children's understanding of number, colour, letter and word building. Children learn

about people different to themselves through activities that link to cultural events and resources that clearly promote positive images of society.

Staff know children very well as individuals through exchanging excellent information with parents, particularly when new children start. This enables staff to have a thorough understanding of children's individual needs and to provide exceptional support. The key worker system is highly effective and enables children to develop their confidence well. This results in children feeling appropriately safe and secure at the setting. Children are developing a good understanding of their own safety, such as, following road safety procedures and contributing to the behaviour guidelines that are on display. Children benefit from warm praise and encouragement from staff that promotes children's self-esteem and confidence. Staff mostly challenge unacceptable behaviour well by reminding children of the agreed codes of behaviour. The older children's behaviour on occasions potentially impacts on the younger children as they do not always provide a positive role model. Children benefit from having appropriate responsibilities, for example, tidying up or dispensing soap and paper towels. This enables children to make a positive contribution to their setting.

Children benefit from a free-flow system to the outdoor area. This enables them to play in or out of doors as they wish. Children enjoy the outdoor area and have an excellent range of equipment to use, such as, fixed climbing equipment, and enjoy the space to run around and be active. As a result, children benefit from fresh air and different physical pursuits. This extends their confidence and control over their bodies. Excellent hygiene procedures are in place to promote children's understanding of good personal hygiene. Children know they are to wash their hands before eating or after using the toilet. Posters and information for parents promote healthy options extremely well. Healthy snacks include fruit and during the after school club sessions healthy meals are offered. Drinks of water are always available. There is a clear system in place for clean and used cups. As a result, this avoids any cross infection. Accident and medication procedures are excellent with purposeful information provided to parents. Parents receive a written record of accidents and treatment, information of signs and symptoms of head injuries, and a written record of the administration of any medication. This effectively contributes to children's good health and well-being.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children. (How the childcare provision is organised) 28/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory childcare register (How the childcare provision is organised) 28/04/2010