

Clore Tikva After School Club

Inspection report for early years provision

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Inspection date	03/05/2010
Inspector	Gillian Walley
Setting address	c/o Clore Tikva School, 115 Fullwell Avenue, Ilford, Essex, IG6 2JN
Telephone number	0208 551 0017
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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

The Clore Tikva After School Club is managed by Jewish Care. It opened in 2003 and operates from a port-a-cabin in Clore Tikva Primary School. It serves children who attend the infants and juniors. A maximum of 32 children may attend the group at any one time. The group opens Monday to Thursday during school term times. Sessions are from 3.30pm to 6pm. There are currently 42 children on roll of whom 10 children are early years. Care is also provided for children over eight years. Children attend a variety of sessions. The setting can support children with special educational needs and/or disabilities and children who speak English as an additional language. Six members of staff work with the children. Over half the staff hold appropriate early years qualifications. The school works in partnership with the adjoining infant and junior schools. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Clore Tikva After School Club is a satisfactory setting. The children make satisfactory progress in their learning and development because the club is inclusive and because the adults care about the children's well-being. The newly appointed manager has already evaluated the provision and identified many areas where she can make significant improvements. Consequently, the club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 01/07/2010

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

- review the behaviour policy so that the atmosphere is calm and helps children to make the right choices
- ensure that fire drills are carried out regularly so that the children and adults can react well in an emergency
- provide more opportunities for children to learn about the world around them and the ways in which different people live
- make more use of assessment so that the adults know what activities to provide to be sure the children develop their skills in all areas of learning.

The effectiveness of leadership and management of the early years provision

The club has made some changes following the previous inspection report. There is now a complaints procedure in place. The children are now more aware of hygiene and there are a few more resources to support children in understanding diversity and the world around them. However, there is still a limited range of planned opportunities for children to develop their knowledge and skills in all areas of learning, and fire drills are infrequent so that children do not have the chance to practise them regularly. The provision for ensuring that children develop a good awareness of other faiths and cultures is still limited. The newly appointed manager has quickly reviewed how the club runs. She has evaluated it well and identified a number of changes she needs to make to improve. As a result, there is an action plan which prioritises steps to ensure that the children make better progress and self-evaluation is good. The staff team undertakes regular training, for example in first aid and food hygiene and in safeguarding. The premises are secure and can only be entered through the school. The staff have been vetted but the manager does not keep evidence on the premises of these checks so that she can easily check when they need to be reviewed. Information about children's allergies and health conditions are kept where all adults can refer to it easily, and if a child has an accident or needs to be given medication, there are good procedures in place to record it and share the information with parents. All policies have been reviewed recently and can be seen by parents. The staff carry out risk assessments on the activities to reduce the risk of accidents and before and after each session the rooms are checked. The club works with parents who are always able to talk to the staff when they collect their children. The manager liaises with the children's class teachers when she collects the children from their classrooms each day. This means she knows what sort of day each child has had and how they may be feeling. In addition, she may be able to pass information on from the teacher to the parents if this is helpful. This is reassuring for parents and means that the manager and her team know the children really well and can support them, for example by letting them do some homework in the club if they wish to. Parents are asked to complete surveys from time to time giving their views about the way the club is run and what activities it provides, and the manager can often respond to these. Parents do not receive detailed information about their children's development in the club so that they can talk to them about it at home. They do find out about changes to routine and special events through the school and head office newsletters. When children start attending the club, their parents provide useful information, such as what the children like to do. The manager and staff are developing their skills at observing the children and using that knowledge to plan a wider range of interesting activities for the children which they will enjoy and which will help them to move on to the next stage of their development.

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

The children enjoy their time in the after school club. Children of different ages, from both the infant and junior schools, play together well and this helps them in

their social development. It helps them to develop new skills, for example the older boys help the younger ones to play football. The children feel safe and know the adults will help them if they need them to. The staff know the children well. They use positive language with them and encourage them to persevere. The staff support children with additional needs well so that they make as much progress as other children. The children concentrate on activities and like to use their imagination, for example by performing their own plays. The children use one classroom and an outdoor area which includes an area where they can play football and netball without disturbing children playing individual games. They use the school's Information Communication Technology suite and kitchen, and when it is too cold or dark to play outdoors, they use the school hall for energetic activities, so that they have good opportunities to develop their physical skills. The children develop their creative skills through drawing pictures and develop their writing skills and enjoy a range of books. They do not have a chance to display their artwork in the classroom. The children choose what they would like to do and ask for the equipment they would like to use. There is a satisfactory range of toys and games for them to choose from. There are some useful resources, such as photos and dolls which help the children to understand more about diversity. Children talk about life in some other parts of the world but they do not learn about a range of different faiths and cultures. The staff provide some exciting tasks for the children, such as cooking biscuits, which give them opportunities for speaking and listening and weighing and measuring. The children enjoy role play and dressing up. The adults are vigilant about the children's safety, for example when they are using the steps to the garden, and they talk to them about what they are doing. The children have helped to devise their own rules so that they make the right choices in their behaviour, but these are not applied consistently and behaviour can be boisterous. This can be intimidating for the younger children. The children understand how to avoid the risk of infection, for example by knowing when and why they need to wash their hands. They understand healthy eating because their tea time snacks include fresh fruit and vegetables.

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	2
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	2
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