

Heathfield Concords

Inspection report for early years provision

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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

Heathfield Concords opened in 1998. It operates from two halls within Heathfield Infants School in Whitton. Children attend from both Heathfield Infant and Junior School and Bishop Perrin School. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 50 children from four to 11 years on roll, of these, 17 are under five years. Children attend for a variety of sessions. The group opens five days a week during school term time. Sessions are from 7.45am until 9am before school and 3.30pm until 6pm after school. There are four full-time staff working with the children. Over half of the staff are qualified to a National Vocational Qualification at level 2 and 3. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Heathfield Concords is highly effective. Exciting challenges at the end of a school day enthuse and motivate children through games and activities that match their age, ability and ethnic background. Safeguarding is paramount in all planning and policy development, and staff training ensures children are safe and well cared for at all times. Strong links with parents and carers involve them in their child's education. Children make outstanding progress in learning through play; developing confidence, self-esteem and excellent social skills. High quality equipment and resources, together with highly motivated staff, stimulate children's imagination and enquiry. Previous inspection action points were implemented immediately. The setting's ongoing self-evaluation, during planning meetings, targets areas for further development, shows the setting has outstanding capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the self-evaluation process by the use of challenging and robust criteria to maintain the committee's focus on strengths and areas for development.

The effectiveness of leadership and management of the early years provision

Leadership and management of Heathfield Concords is outstanding. The club has maintained its high profile in the community for the past 10 years. Many children at the club have been attending since they were three years old; a testimony to its success. The active management committee review and develop all policies and future plans. Safeguarding is outstanding. Criminal Records Bureau checks and

vetting are in place. The setting ensures all staff are suitable to work at the setting. The setting is secure and well maintained. Well-established systems for collecting children, agreed with parents/carers, are carefully monitored and all parents/carers sign out when collecting their child. Retention of high-calibre staff gives consistency to the drive for improvement. Many parents and carers expressed their confidence in the club and suggested their children love the after school club and often do not want to leave at the end of a session. Dedicated and well-qualified staff have expertise in early years provision, and all have taken training as required by the management committee.

High quality resources match the club's activities and inspire the children's learning. However, as in many clubs, storage for completed work is restricted and, therefore, photographs are used to maintain a record of children's good and often excellent activities, enabling the children to look back on their work and extending their self-esteem. Staff rotas clarify responsibilities for welfare and hygiene and the setting is maintained at the highest standards of cleanliness and hygiene.

Equality of opportunity is central to the club's ethos. Children come from a range of backgrounds and cultures and the club's plans match their unique need. Continual review of policies reflects the importance of inclusion. The setting is free from any discrimination and harassment. A strong link to the nursery ensures policies relate to the main school and strengthen children's understanding.

Parents/carers can access any policy at any time. Parents who have used the setting for several years agreed access to policies has significantly improved since the last inspection. A register is maintained and all notes relating to a child's specific need, for example, food and medications are kept strictly confidential.

Self-evaluation is regularly discussed at management committee, when staff reflect on future planning. The setting's manager has targeted the summer term 2010 for completion of the self-evaluation to engage all parents/carers, staff and children. Effective partnerships with parents, carers and the community, and shared ambition to drive improvement, keeps everyone well informed and the setting running smoothly. Parents are overwhelming in their appreciation of the work of the play leaders; they have complete trust and confidence in the after school club's team.

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

Children come into the club like whirlwinds; there are lots of smiling faces because they look forward to the variety of activities and meeting up with their friends from Bishop Perrin. Bishop Perrin is a partner school. Bishop Perrin children are collected by the same key worker each day and are confident in this routine. Children love the wide range of activities they can follow. One girl explained, 'The time goes so quickly and sometimes my mum comes too early when I am still playing'. Children experience fair and equal treatment and understand the importance of equality of opportunity and respect.

Children are treated as individuals. They are confident in their play leaders. Imaginative coverage of all six areas of learning in the Early Years Foundation Stage programme inspires excellent outcomes. Additional challenges to older children extends their learning through developing independence and responsibility by taking leadership roles.

Effective resources include equipments for sport, materials for creative art, model making and construction, reading and the occasional competition on the mini pool table challenge learning and collaboration. Children's outstanding progress is celebrated through the photographic record of work on display and assessment observations. Photographs sometimes lack annotation, thus, missing the opportunity to highlight specific learning.

Happy and confident children say they feel safe because even their parents can not just walk in as there is an entry phone and all the entrances are secure. Exploration and investigation in the outdoor area creates independence and confidence. Dynamic roles in learning through play is fun. For example, Kwik Cricket, organised by the older children, engaged younger children and excellent peer coaching developed effective ball skills. Fair play was a feature of the session and players enthusiastically clapped a good catch.

Mealtimes are fun occasions because there is a clear expectation of tea being a pleasant social activity. Chatting together on their tables encouraged socialising and good manners. Children understand healthy food choices and know exercise keeps them fit. Children often take on responsibility, for example, sometimes they take on the role of head of menus. Conducting surveys and offering ideas to the manager about changes in the menu gives children confidence and a chance to exercise choice. Discussions with their key worker or with their friends in order to solve problems enable children to share their feelings; preparing children well for their future in society.

Behaviour is excellent. Pupils have a clear sense of fairness. It is clear bullying is not tolerated by the staff. Children make good relationships and learn to understand others' opinions. Staff are excellent role models and are on hand as mentors or counsellors.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| 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: Met

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