

Dynamites After School and Holiday Club

Inspection report for early years provision

Unique reference number	EY311423
Inspection date	12/08/2010
Inspector	Samantha Smith
Setting address	Eversley Primary School, Chaseville Park Road, London, N21 1PD
Telephone number	020 8367 1379
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).

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

Dynamites After School and Holiday club has been registered since 2005. It operates from Eversley Infant school which is situated in Winchmore Hill N21. Children have access to the main hall, children's toilets, a kitchen and outside play areas. The after school club is registered to care for up to 26 children aged between four and eight years, older children up to the age of 11 years also attend the club. The club is open each weekday after school from 15.30 to 17.45 during term time. The holiday club is registered for up to 40 children aged from four years to eight years and children up to the age of 11 years also attend. During the holidays the club is open from 08.30 to 17.50 Monday to Friday. There are 59 children on roll including two in the Early Years age range. The club supports children with English as an additional language and children with special educational needs. Four staff including the manager work with the children during the after school club, all of whom hold an appropriate qualification. The club 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 good.

Dynamites after school and holiday club provide a welcoming and inclusive play environment. There are good procedures in place to ensure that children are safeguarded whilst at the club and all the required documentation is in place, contributing towards the safe and efficient management of the setting. Partnerships with parents are good; parents are supportive and speak very highly of the setting, praising staff for their support and vigilance in various situations. Effective liaison with the school ensures continuity of care for all children.

What steps need to be taken to improve provision further?

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

- Further develop the systems to monitor and evaluate the provision in order to identify what works well and things that can be improved
- Further improve parents access to all policies and procedures in place
- Further develop risk assessments to include all aspects of the environment that need to be checked on a regular basis and the dates when they will next be reviewed

The effectiveness of leadership and management of the early years provision

The setting is well led and managed. The required paperwork is in place to support the efficient running of the setting. Staff are motivated and committed to their roles contributing towards creating a warm and caring environment where children are well safeguarded. They have a clear understanding of the child protection issues and know what to do if they have any concerns about children. They are particularly vigilant at arrival and collection times. Young children are collected from their classes and escorted to the club and an attendance register is used to record arrival and departure times for all children. Recruitment and vetting procedures are in place to ensure that all staff working with the children completes relevant suitability checks. Risk assessments are in place and carried out regularly, although are need updating in line with requirements as currently it is not always clear which aspects of the setting have been checked, nor does it identify the date when they will next be reviewed.

Children benefit from the good range of activities provided, both inside and outside and staff are effectively deployed throughout the setting, enabling children to make choices about where and what they want to play with and providing a good balance of adult led and free play activities. Effective partnerships between the setting, parents and the school contribute towards children's overall safety and well-being. Information is exchanged between them on a regular basis ensuring all parties are well informed and establish a consistent approach. Whilst the manager demonstrates that there is some form of self evaluation taking place, through regular staff meetings and evaluations of activities, there are no clear targets identified in order to successfully bring about future improvements. Recommendations from the last inspection have been completed.

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

Children very much enjoy their time at the club and actively engage in activities provided. They spend their time purposefully engaged in a variety of activities and show their disappointment when it is time for them to go home. Staff have a sound understanding of their roles as keyworkers in supporting children's learning and development, complementing what children are doing at school.

Children display good levels of behaviour. They mix and play well with each other, engaging in general chit chat at snack times and taking part in group games and activities together. They demonstrate respect for each other as they share toys and take turns on the computer games.

Children demonstrate their understanding of good hygiene practices; they wash their hands after using the toilet and before eating their snacks. They enjoy daily

opportunities to be active and develop their physical skills as they make good use of the school facilities. Including the adventure playground and field where they practice various skills and take part in group games.

They enjoy good opportunities for them to be creative such as painting, role play and various other craft activities. Resources available provide children with a good balanced view of the society their live in. For example, there are dressing various cultural dressing up clothes, books that depict positive images of different backgrounds and abilities, a range of small world people and home corner resources.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	2
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	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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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