

Yardley Primary School After School Club

Inspection report for early years provision

Unique reference number	EY248932
Inspection date	15/10/2010
Inspector	Jane Davenport
Setting address	Hawkwood Crescent, Chingford, LONDON, E4 7PH
Telephone number	0208 509 4636 or 020 8509 4612
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Yardley Primary School After School Club, comprising a breakfast and after school club, registered in 2003 and is one of several out of school clubs operated by the YMCA organisation based within Waltham Forest. The club is situated in the school grounds of Yardley Primary School in Chingford, which is within the London borough of Waltham Forest. All children share access to a fully enclosed outdoor play area. Access to the premises is via a small flight of steps leading down to the school dining hall.

The breakfast club opens each weekday between 8.00am to 8.55am and the after school club between 3.30pm to 6.00pm during school term time. The club is registered to provide care for 40 children from four years to under eight years. Care is also provided for children over the age of eight. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The club employs four members of staff, including the manager. Three of these hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a friendly and inclusive environment where children can relax and enjoy their play. Positive relationships have been developed with parents who are suitably informed of the setting's policies and procedures. An appropriate range of activities is provided to help children make progress towards the early learning goals, however, systems for assessing their continuing development have not yet been implemented. Although formal systems for evaluating the service have not yet been established, staff at the setting demonstrate a satisfactory capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- devise a simple system for assessing children's progress and recording achievement
- develop the use of self-evaluation to encourage a culture of reflective practice and identify aspects of the childcare provision that require further improvement

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of the need to safeguard children's welfare and clearly demonstrate an understanding of child protection procedures. They are vigilant in their supervision of children and security arrangements in place are good, ensuring that all visitors to the setting identify themselves. Regular risk assessments are carried out to identify and minimise potential safety hazards and staff and children are familiar with the procedures to follow in case of an emergency as clear procedures are in place which are practised regularly with the children. The setting is well organised with a comprehensive set of policies and procedures in place to guide practice. Concise recruitment processes and effective induction ensure staff are suitable and have a good knowledge of how the club operates. The club is appropriately resourced and makes effective use of both indoor and outdoor accommodation to facilitate children's play and learning opportunities. A suitable range of age-appropriate activities and resources are set out at the start of the session and children quickly become involved in an activity of their choice.

Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued. Staff foster good relationships with parents and carers, which contributes positively to the well-being of the children. Policies and procedures are made available, useful information is displayed on notice boards and verbal feedback is given each day. Parents and children are invited to contribute their ideas and suggestions in the suggestion box provided. Several members of staff at the club also work at the host school attended by the children during the school day. Consequently, there are very good partnerships in place, which leads to smooth transitions and continuity of care. Although a formal system of self evaluation has not yet been implemented, staff are reflective of their practice and demonstrate a satisfactory capacity to maintain continuous improvement.

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

Children are happy and benefit from positive relationships with adults. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted well. Children are confident in their surroundings; staff model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour well. For example, they are very patient as they sit at the tables waiting for their snack or while waiting for additional resources to be set out. Good behaviour is positively reinforced with praise and by allowing the children to choose a sticker. Staff engage well with children, which helps them to enjoy their time at the club. Children are forming good friendships and staff encourage them to respect and value each other's differences and abilities which is supported by well-planned activities, often around a theme such as religion and culture. Staff at

the club demonstrate a satisfactory understanding of child development. However, assessments and observations are not yet fully used to plan enjoyable and challenging experiences that are tailored to meet the individual needs of children in the Early Years Foundation Stage and to provide a record of their ongoing progress.

There is a realistic understanding that some of the youngest children are tired at the end of a busy school day. For these children, there are quiet activities such as drawing, dressing up or looking at books. For those with spare energy, there is a range of other engaging activities. Children particularly enjoy physical games in the school playground. They organise themselves into teams for a game of football and demonstrate some excellent ball skills. Children participating in a group skipping activity develop good physical coordination jumping over the rope as it turns faster and faster. Creative activities are routinely available to the children. For example, on the afternoon of the inspection, they artistically paint and colour pre-cut butterfly shapes. This activity also promotes problem solving, reasoning and mathematical concepts as they comment that they have coloured both of the wings in a way that creates a symmetrical pattern. Children develop their logic and reasoning further when playing the 'Guess who' game with a member of staff, using pertinent questions and a process of elimination to guess which character is hidden.

Children enjoy support for a healthy lifestyle as they are offered a good range of nutritionally balanced snacks. For example, on the day of the inspection, they can choose from buttered bagels, crumpets, pitta bread, frankfurter sausages, cucumber, raisins, fresh fruit and yoghurts. They tuck into their tea with relish and are able to help themselves to fresh drinking water throughout the session. Staff and children are aware of their individual dietary requirements, which supports children's welfare and encourages them to be aware and responsible for their own needs. They follow good hygiene procedures, such as washing their hands before meals, and enjoy daily outdoor exercise, all of which supports their health well.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----