

# Gearies Infant School

Inspection report for early years provision

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<b>Unique reference number</b>	EY273891
<b>Inspection date</b>	16/09/2010
<b>Inspector</b>	Rufia Uddin

<b>Setting address</b>	Waremead Road, Gants Hill, Essex, IG2 6TF
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<b>Type of setting</b>	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 out of school club at Gearies Infant School is run by the Jules et Lis organisation. It opened under new ownership in 2003. It is situated in a residential area in Gants Hill, Ilford, in the London borough of Redbridge. The breakfast, afterschool and holiday club all have access to various rooms and outdoor spaces at the infant school, such as the main school hall, the playground, the ICT suite, library and the former nursery building and play area. The club is for children attending Gearies Infant and Junior Schools. A maximum of 16 children from 4 to 8 years may attend the club at any one time, with children up to the age of 11 years also in attendance. The out of school club is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register. The breakfast club is open each weekday from 7.30am to 9.00am. The after school club is open each weekday from 3.15pm to 6.00pm, during school term times. The playscheme is open in school holidays from 8.30am to 6.00 pm. All children share access to a secure enclosed play area.

There are currently 18 children from aged four to under eight years on roll, of these nine children are in the early years age range.

The club currently have no children with special educational needs and/or disabilities or who speak English as an additional language.

The club employs four members of staff. All of them hold appropriate early years qualifications at level 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy to attend because of the warm and friendly welcome given by the manager and staff. Staff have a good understanding of the Early Years Foundation Stage and they provide an effective range of activities which are well matched to individual needs. Detailed policies and procedures contribute to the smooth running of the club. Partnerships with parents and others contribute to the service provided. An understanding of children's individual needs contributes to the good progress they are making in their learning and development. Management has a dedication to driving improvement which ensures continuous development and good outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure hygiene procedures are effective, in particular ensure members of staff have a food hygiene certificate where appropriate, and paper towels are available in the toilet

- further develop the range of resources and activities that promote equality and diversity.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well. Robust systems are in place to ensure children are kept safe when at the club. Staff understand their responsibilities, and procedures are up to date. Staff have a good understanding about the procedures to follow in the event of having any concerns about children in their care and keep clear records of children's existing injuries. Staff check visitors identities and use a visitors book to record their hours of attendance. There are vetting procedures in place which ensure all adults are suitable to work with the children. All necessary written parental permissions are in place. Risk assessments cover all aspects of the environment including any outings that may be taken. Children are taught to keep themselves safe and how to assess risks as they play. Fire drills are practised regularly and records kept. Details of accidents and medication are recorded and shared with parents. Clear records of staff and children's attendance are kept secure and confidential.

Resources are in good condition, balanced and easily accessible for all children. They are used effectively to help children learn and achieve. Staff have a good knowledge and understanding regarding the Early Years Foundation Stage, consequently children are progressing well in their learning and development. The partnerships with parents and other early years providers are good. Detailed information is given to parents, which ensures forms are completed before children attend. Regular newsletters, notice boards, comments books, and verbal communication with parents when they collect their children ensure information is shared. Details of authorised people to collect children are recorded and a password system is set up for carers. Information about the individual needs of children is shared with other early years providers for example with nursery teachers, which helps the staff to plan and provide suitable activities and support for those children when at the club. Club information and children's progress is shared with parents on a regular basis. All parents are issued with a induction pack on registration. Staff are friendly, approachable and interested, making time to speak to parents, particularly at home time. Parents express good levels of satisfaction with the service provided, particularly regarding the variety of activities and the friendly and organised manager and staff. Improvements have been made to activity planning to ensure that more purposeful, imaginative and creative activities are offered to children. Parents opinions are sought through questionnaires about the quality of the service, and children are consulted before new equipment is purchased. The setting has successfully addressed the recommendations made at the last inspection, which demonstrates a commitment to improving the service provided.

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

Children's learning is promoted well using observations and partnerships with parents and nurseries to establish children's starting points. Staff observe children as they play to gain an understanding of their progress and whether they are interested in what they do. Staff are starting to collate observations in written form which are used to plan children's next steps in learning. The staff has a good understanding of the Early Years Foundation Stage and how young children learn through play and experience. Children make progress and have opportunities to direct their own learning. Staff have started to complete observations on the children and have identified children's starting points and next steps and linked these to the general planning of activities and children's interests. Children display positive attitudes to learning and relationships between children and with adults are good. Children play together well, take turns willingly and share toys. A varied range of activities are planned with each area of children's learning. Children flow freely between indoor and outdoor play and particularly enjoy investigating sensory and malleable materials where they can experiment with no desired end result. Children acquire new knowledge and skills as they take part in regular cooking activities and creative tasks such as tiger cake making.

Children enjoy their time at the setting and are progressing well in all areas of learning and development. Children enjoy what they do and take opportunities to make decisions about how they spend their time in the club. Children also feel safe in the setting as they have secure relationships with adults and readily talk to them about how they feel and what they want to do. Children acquire skills and abilities which are appropriate to their age and their progress ensures that children are prepared for future learning needs. They develop a good understanding of written language through the use of books and labels and activities and discussions with staff and children. They enjoy looking at books alone and together and concentrate well whilst having a story read to them. Children are active learners, eager to learn, and make friends as they play. Children are well behaved and treat one another and staff with respect. Whilst the majority of the children are older, they are caring and considerate towards the younger children in the early years age group. At snack time, children are introduced to a wide range of foods, including cheese, tomatoes, vegetables, wraps, and fruits. These social occasions are well managed by staff who sit with the children. They encourage discussions about different foods, and provide good role model examples of social skills. As a result, children are polite and well-mannered and willing to try different foods. The group does not currently have a member of staff with a Food Hygiene Certificate and has identified this as an area for development. Children are helped to understand about cultural differences involving foods, values and beliefs. The group has identified the provision of more activities and resources that promote equality and diversity as an area for development.

Children enjoy developing their creative side with free access to painting, they proudly show staff what they have done and receive praise and encouragement from them. Staff encourage children to develop skills for the future as they encourage them to share, take turns, use 'please' and 'thank you' and show respect for others. Children benefit from good behaviour management, they know

and understand the rules and happily comply with these. Children are recognised as unique and their individual needs are met appropriately. The key person system works well and staff have a good knowledge about their key children and their families.

Staff share information about children's care with parents each day and pass on any important information from nursery and school. Children benefit from opportunities to develop their information technology skills and skills that will enhance their future economic wellbeing, for example by playing with the computer to extend their problem solving, reasoning and numeracy skills. Children are beginning to learn about healthy lifestyles. They have access to fresh air and exercise. Outdoor games and the use of climbing apparatus in the school's playground encourages children to develop their coordination, balance and ball skills. Children are encouraged to wash their hands before snacks and after using the toilet, and although the club had run out of paper towels during the inspection, their policy is to use paper hand towels to help prevent the spread of infection. Clear policies and procedures are in place for staff to follow in the event of a child becoming ill at the setting. Clear accident and medication books are in place and shared with parents. Children are able to help themselves to drinks. They are confident in pouring drinks for themselves. Children's wellbeing is promoted by clear procedures to follow for accidents and for the administration of any medication. Children are further safeguarded as staff hold current first aid certificates and all staff are aware of the clear procedures regarding accidents and medication.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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