

Green Dragon Holiday Playscheme & After School Care

Inspection report for early years provision

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Inspector	ISP Inspection

Setting address	Green Dragon Primary School, North Road, Brentford, Middlesex, TW8 0BJ
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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

Green Dragon After School Club is run by the committee of Green Dragon care scheme. It was registered in 1993 and operates from a school hall within school grounds in Brentford in the London borough of Hounslow. It serves the children who attend the Green Dragon school. A maximum of 40 children may attend the provision at any one time. There are currently 39 children on roll, of whom 4 are early years. The after school club is open from 3:15p.m. to 5:45p.m. each weekday during term time. Three members of staff work with the children, of whom two hold a suitable childcare qualification and one is working towards a qualification. A breakfast club and holiday play scheme also operate from the same premises. The breakfast club is open from 7:45a.m. to 8:45a.m. each weekday in term time only. The holiday play scheme operates during school holidays and is open from 7:45a.m. to 6p.m.. Children attending the breakfast club also attend the adjoining school from which the provision operates. Children who attend other local schools may also attend but the club cannot operate a collection service. The holiday play scheme serves children and families from the local community. The staff group offer continuity of care to children, by working within the Holiday Play Scheme and the Breakfast and After School Clubs. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It works closely with the adjoining primary school and children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Green Dragon Playscheme and After School Club provides good out of school care because it is inclusive and able to meet the needs of all children. This includes those who have special educational needs or disabilities and those who are learning to speak English as an additional language. The staff extend their expertise by attending training courses. The manager and her team evaluate the provision and procedures regularly to identify aspects which can be improved. As a result the club has a good capacity to improve and the children make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- reinforce the children's independent learning by providing displays of letters, numbers, shapes and colours in their environment which they can refer to.

The effectiveness of leadership and management of the early years provision

The club has good procedures in place for keeping the children safe, for example, the staff are vetted appropriately and they have been trained in safeguarding.

Doors and gates are always locked. Visitors sign in and can be identified, and when the children play outdoors they are well supervised. If a child needs to be given medication or has an accident, the staff carefully complete records. These are signed by parents at collection time so that they are fully informed. The staff have first aid qualifications and know the children's dietary needs. The manager carries out daily checks of the entire premises before the start of each session to identify any hazard which could result in an accident, and she keeps evidence of these checks. More thorough risk assessments are done regularly, for example, on the equipment the children use, visits to the river, canal and park and times when the children travel on public transport. The children know what to do in an emergency because they discuss and practice fire drills very frequently. The manager is very experienced and she and her deputy work well together. They evaluate the provision regularly to identify improvements and there have been changes since the last inspection. The children now have more independence at meal times by helping themselves to what they would like to eat. The safeguarding policy now meets requirements.

One of the strengths of the out of school club is the way the staff work together, developing their expertise further through training. This includes behaviour management, diversity and inclusion so that they can give all children the support they need. The manager works especially well with parents. Staff talk informally to them at collection time about their children and the progress they make. Parents express their views about the activities which are available and how the club is run either by talking to the staff or by writing comments. The parents have their own notice board for information about activities, menus and local events which their children might enjoy, for example, in the school holidays. They can also see staff qualifications and the club's policies. The manager works particularly closely with parents and carers whose children need additional support, and she adapts the activities she provides so that these children make good progress and are completely included. Parents and carers trust the staff to care for their children well and feel that they make good progress. The club works very closely with the children's centre and with the primary school. For example when the staff collect the children from their teachers they can talk to them and share any useful information. This helps the staff to know the needs of all children well, and it also helps the teachers to pass on information to parents and carers they themselves do not see at the end of the school day.

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

Older and younger children play very well together and younger children are encouraged to develop their skills and confidence. They share and take turns, and concentrate on tasks such as construction well. There are many toys to choose from indoors such as playing with dolls, cars and board games, reading books and solving puzzles. The children develop good creative skills such as origami although they do not display these in the classroom for other children and parents to see. These activities also help the children to develop other basic skills such as understanding how to fold paper in halves or quarters. Children develop their imagination well by dressing up and playing with toys such as pretend food and

money. Outdoors they play in a secure area and learn about the world around them by growing sunflowers and vegetables and playing in the willow den. The children can do their homework and they can attend other school activities before going to the after school club. The atmosphere is very relaxed and homely. The children develop good speaking and listening skills when they share news with one another at tea time. The children particularly enjoy science investigations for example about static electricity, and the staff encourage them to be curious and learn through practical tasks. They play board games and complete puzzles which help to reinforce their mathematical understanding well. The adults celebrate what the children achieve outside the after school club. For example children play their musical instruments to their friends.

The adults are good role models for the children and use positive language to encourage them. The club has rules which help the children to behave extremely well, and the staff have the same expectations of them throughout the school day. Adults observe the children's progress and keep records which are shared with parents and class teachers. They identify skills the children need to acquire next and provide appropriate activities to help them. The children develop skills which help them in school such as how to use a ruler or scissors accurately. The premises are well equipped but there is little displayed in the environment to help the children develop their independent learning, such as numbers, shapes, colours and letters.

The children learn about healthy lifestyles and can explain why they eat fruit and vegetables at tea time. They learn a great deal about nutrition and how to make good choices by interpreting food labels. They cook pizzas, bread and food from different cultures such as stir fry vegetables and moon cakes. They understand why they need to wash their hands. The children learn to take responsibility, for example by helping to set up and clear away the toys they play with. They learn about different cultures and customs because they talk about celebrations and look at books and pictures. For example at Chinese New Year the children visited China Town, and at Eid they joined in with the celebrations in the primary school. The children learn about road safety when they play with toy cars and a road mat. The children develop very good attitudes and relationships which stand them in good stead in the next stage of their learning.

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	2

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	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

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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