

# Highbury Roundhouse After School Club

Inspection report for early years provision

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**Unique reference number**

EY244389

**Inspection date**

29/10/2010

**Inspector**

Liz Corr

**Setting address**

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**Telephone number**

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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**

Highbury Roundhouse after school and holiday play scheme has been operating for many years and has been registered since 2005. They are managed by a voluntary management committee. The setting is located in the Highbury area of the London Borough of Islington. Children have access to four rooms spread over two floors. A large hall at the back of the premises is part of the registration but is currently not in use. Children also have access to two outdoor play areas. A maximum of 16 children aged five to under eight years, attend during term time, and there are 30 places for children aged five to under eight years during school holidays. Children aged up to 13 years may also attend.

The after school club is open each weekday from 3.30pm to 6pm. The holiday play scheme is open from 9am to 5pm.

There are currently 38 children on roll and of these, 13 are in the early years age group. The setting employs five staff working directly with the children. Four staff including, the manager hold an appropriate qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and involved in a wide range of planned and spontaneous activities. The staff know the children well which helps them to cater for their individual needs. The management have begun to develop systems for self-evaluation to ensure continuous improvement including, asking the children about their views. The setting provides an inclusive environment where children are welcomed and valued.

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

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

- enhance children's progress towards the early learning goals by obtaining starting points from parents or other providers for children's development in all areas
- develop further a culture of reflective practice and self-evaluation
- broaden children's awareness of a balanced diet and a healthy lifestyle

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

The setting is well led and managed which promotes children's welfare and ensures they are safeguarded. Staff are well aware of their responsibility to protect children by reporting any child protection concerns to the appropriate bodies. The

staff team work well together to ensure that children are appropriately supervised at all times both at the setting and on outings.

The manager demonstrates a positive commitment to making continuous improvements to the service. They have begun to develop systems for self-evaluation to evaluate the strengths and areas for improvement to the service. For example, the manager works in partnership with the staff to survey children's ideas for identifying areas of improvement. Consequently their planning is flexible and caters for children's individual needs and interests.

Children are provided with an inclusive environment. Staff have established good working relationships with parents and demonstrate a genuine interest in each child. As result they are familiar with and mindful of children's individual backgrounds and needs. All children are keen to take part in the wide range of activities at the setting. For example, both girls and boys enthusiastically participate in cooking activities and are keen to decorate the biscuits they made earlier. The setting is keen to support children's individual needs and provide extra support where necessary.

The setting strives to promote successful relationships with parents. Information about the setting is generally well organised and ensures parents have provided permissions for outings and emergency medical advice or treatment. Parents are provided with information about each play scheme including, the activities and outings provided. However, information about the storage of packed lunches is not highlighted. Feedback from parents at the setting is positive. They are happy that there is good continuity of staff and feel the children are well looked after. Parents report that their children enjoy coming here and do not want to be late in case they miss out on an activity they enjoy.

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

Children settle quickly as they make choices from the interesting variety of activities available. They separate from their parents easily and excitedly become absorbed in the Halloween preparations. They confidently approach staff. For example, they are keen to show them a cage they have been making by themselves for Halloween. They are pleased as staff show interest by making suggestions to help develop their activity. Children play well together and have formed firm friendships with each other. Meal times are relaxed as they talk about their day with the adults and their peers. They receive regular praise and encouragement from staff. This increases their feelings of belonging here. Furthermore they are well behaved and have developed a strong sense of community at the setting. Older children are good role models as they help the younger children to understand the boundaries here. They demonstrate a sense of fairness and are learning right from wrong. Adults help younger children to understand their feelings and to resolve conflict.

The sessions are well planned and children's interests are acknowledged and

provided for. Staff are flexible as they adapt planning to meet children's needs. Staff have a sound knowledge of the Early Years Foundation Stage and provide activities to help children make progress towards the early learning goals. Partnerships have been developed with other professionals at some of the settings children attend during term time. However, systems for sharing children's starting points at the beginning of each placement are not fully established.

Children really enjoy opportunities to be creative. Staff follow their interest in a sewing activity and extend this so children are able to make dolls clothes. Children have good opportunities for role play as they take part in dressing up and easily access the home corner area. They wait patiently with ideas and pictures from books so staff can paint their faces for the Halloween celebrations. They talk to each other about the activities they have enjoyed and are looking forward to at the play scheme. Surveys undertaken by the children show they have enjoyed the planned trips that have taken place and the sewing activities.

Children's good health is generally well promoted. They have good opportunities for outdoor play in the garden and planned trips to the local park and sports centre. They easily access fresh drinking water when they need to which helps keep them hydrated. They regularly take part in activities to help them understand about the importance of healthy foods. During the holiday scheme children bring packed lunches. Although these are generally healthy some contain crisps and chocolate bars which are lacking in nutrition. Children are learning about keeping safe as they are reminded about road safety before each outing and staff remind children of the risks outdoors. Furthermore children regularly practise the emergency evacuation procedure which ensures they understand how to behave safely in an emergency situation.

## 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

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

<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