

Chase Lane Infants School YMCA After School Club

Inspection report for early years provision

Unique reference number	155095
Inspection date	22/10/2010
Inspector	Jane Davenport
Setting address	York Road, Chingford, London, E4 8LA
Telephone number	07957 478246
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

Chase Lane Infants YMCA After School Club was registered in 2000 and is one of several out of school clubs operated by the YMCA organisation based within Waltham Forest. The club is situated in the community room of Chase Lane Infant School in Chingford, which is within the London borough of Waltham Forest. All children share access to two fully enclosed outdoor play areas. Access to the premises is via a buzzer entry phone system.

The after school club opens each weekday between 3.30pm to 6pm during school term time. The club is registered to provide care for 24 children from four years to under eight years. Care is provided for children over the age of eight at the club's sister setting based in the Junior School building. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four 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 three members of staff, including the manager, all of whom hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy playing together in the lively atmosphere of this after school club. They make good progress because the staff provide a worthwhile range of activities that appeal to them. Staff have established good working relationships with parents and carers and this helps them to meet the individual needs of the children. Although formal systems for evaluating the service have not yet been established, the manager and staff demonstrate a capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a consistent daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) (Also applies to the Childcare Register)

30/11/2010

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

- 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

Children are generally protected well through staff vigilance and their understanding of local safeguarding procedures. Robust staff recruitment and monitoring processes ensure that children are cared for by suitable adults, while the effective steps taken to record and supervise visitors, further secure their safety. Comprehensive risk assessments are in place covering the premises, thus ensuring that any potential hazards are identified and promptly addressed. The current system for recording children's hours of attendance, however, is not always effective. This is because, although children are signed in with their time of arrival at the beginning of the session, there are several occasions when they are not signed out with their time of departure. This results in an incomplete record of children's hours of attendance, which is a breach of the specific legal requirement.

The available space is used well and children are able to freely access a wide range of well-deployed resources, which include natural materials and positive images of society. Children are seen as individuals; staff know them well and are attentive to their needs. For example, they are solicitous of the welfare of children who seem unsettled or upset and ensure that they receive appropriate care and support until they feel more secure. Parents appreciate the club, and are well-informed about its activities; staff have effective links with the host school. Staff are reflective of their practice and show an understanding of the strengths and weaknesses of the setting.

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

Children are generally protected well through staff vigilance and their understanding of local safeguarding procedures. Robust staff recruitment and monitoring processes ensure that children are cared for by suitable adults, while the effective steps taken to record and supervise visitors, further secure their safety. Comprehensive risk assessments are in place covering the premises, thus ensuring that any potential hazards are identified and promptly addressed. The current system for recording children's hours of attendance, however, is not always effective. This is because, although children are signed in with their time of arrival at the beginning of the session, there are several occasions when they are not signed out with their time of departure. This results in an incomplete record of children's hours of attendance, which is a breach of the specific legal requirement.

The after school club is a happy and welcoming place and provides a secure and enjoyable environment for all children, including those in the Early Years Foundation Stage age range. Staff have a good knowledge of child development and have set up a system for recording children's progress towards the early learning goals. Children behave well and are developing good social habits. They form good relationships with staff and respond readily to them, answering politely with 'Good afternoon' as the club leader calls out their names at registration. A two-way flow of respect ensures that the children abide by the club's rules and expectations. Children learn sound skills for the future, for example, as they eagerly participate in the tidying up routine. They learn to keep themselves safe, for instance, discussing that the school gate needs to be closed to make sure that none of the children leave the premises and to prevent strangers from gaining entry.

Children's personal, social and emotional development is progressing well and they confidently share news with one another about what they plan to do during the half term holiday. Effective methods of promoting children's communication, language and literacy help them grow in confidence and self-esteem, for example, as they read out a page of a chosen book to the rest of the group. Children like to share what they have learned at school with one another, for example, performing a song and dance routine for the enjoyment of their peers. Children concentrate well when playing with board games. Their manipulation skills and hand and eye coordination develop well as they handle small equipment, such as using tweezers to pick up the small bedbugs. Children particularly enjoy physical play in the large school playground, balancing on the balance beam, working their way along an obstacle course and learning to throw and catch balls. Participating in games such as 'Piggy in the middle' and 'Hide and seek' helps them to learn rules for organised group play.

Children are cared for in a clean environment and good hygiene routines followed by the staff and children, such as washing their hands before eating and after using the toilet, help to prevent cross-infection. Children understand the need for hygienic practices and confidently explain that they wash their hands 'so that the germs don't go in your food'. Children are also learning about the importance of a varied and nutritious diet. Staff are aware of individual dietary requirements and any specific needs are well catered for. For example, on the day of the inspection, the children chose from hot noodles, whole meal cheese or chicken sandwiches, apples, raisins, cucumber sticks and Melba toast. Noodles prepared for children who follow a Halal diet are prepared separately and without a meat sauce. Children talk about which foods are healthy and comment that the milk they are drinking is good for their growing bones.

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	3
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	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 30/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 30/11/2010