

Granary Kids Before & After School Club & Holiday Club

Inspection report for early years provision

Unique reference number	EY378011
Inspection date	24/11/2010
Inspector	Victoria Vasiliadis
Setting address	Oak Farm Junior & Infant School, Windsor Avenue, UXBRIDGE, Middlesex, UB10 9PD
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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

The Granary Kids Club was registered in 2008. It is one of five provisions owned by the provider. The club is located within the grounds of Oak Farm Infant and Junior School in the London borough of Hillingdon. Children have use of the school hall and Squirrel hut and the surrounding playgrounds for outdoor play. Access is via the main school reception area.

The after-school club operates from 3.15pm to 5.45pm and the holiday play-scheme operates from 8.00am to 5.45pm. The club is open to all children during the school holidays.

The club is registered for a maximum of 40 children aged from three years to eight years, currently there are six children on roll within the early years age range. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club employs four staff who work directly with the children, two of whom hold a suitable qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does not adequately support or enhance children's learning and development, and children's individual needs are not identified or addressed. This is as a result of the staffs' limited understanding of the Early Years Foundation Stage. Self-evaluation fails to identify a number of significant issues, therefore, affecting the setting's ability to identify areas for continuous improvement. Children's safety is not adequately promoted as the arrangements for safeguarding are not sufficiently robust. The systems for working with parents and others involved in the care and education of the children are limited.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop systems for observation and assessment and use this information to identify learning priorities and plan relevant and motivating learning experiences based on the children's individual interests and needs (Organisation) 10/12/2010

- make sure staffing arrangements are suitably organised to ensure safety and to meet the needs of the children (Organisation) 10/12/2010
- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) (this also applies to the compulsory and voluntary parts of the Childcare Register) 10/12/2010
- ensure each child is assigned a key person (Organisation) 10/12/2010
- where children receive education and care in more than one setting ensure continuity and coherence by sharing relevant information with each other and parents, particularly where there are concerns about children's learning needs (Organisation) 10/12/2010
- develop staff's knowledge and understanding of the Early Years Foundation Stage (Organisation) 10/12/2010
- develop effective systems to evaluate the effectiveness of the setting to ensure that improvements are identified to ensure that every child's individual needs are identified and met (Organisation) 10/12/2010
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) 10/12/2010
- maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people)(this also applies to the compulsory and voluntary parts of the Childcare Register) 10/12/2010

To improve the early years provision the registered person should:

- improve the accident records to ensure they are consistently signed by staff and parents.

The effectiveness of leadership and management of the early years provision

The staff within the setting have an adequate understanding of child protection procedures and are able to identify potential indicators of abuse and how to report this. Staff carry out daily visual safety checks on the premises and written risk assessments are in place. Detailed accident records are maintained, but staff and parents do not consistently sign the entries to confirm who dealt with the children's injuries and that parents have been informed . The setting does not have sufficiently robust systems in place to ensure the suitability of those adults working directly with the children. For example, information about Criminal Records Bureau

disclosures are not adequately maintained. This impacts on the children's safety and is a legal requirement. In addition, there are no records on site to demonstrate how the suitability of staff is assessed. For example, certificates of the staff qualifications are not accessible.

Children's safety is compromised as a result of the poor deployment of staff, particularly after snack time, when staff busily engage in tasks such as cleaning up or talking to parents. As a result, the older children's behaviour deteriorates which endangers the care of the younger children. For example, the older children run around vigorously just avoiding the younger children and whilst playing badminton their racquets are in close proximity to the younger children who are sitting at tables nearby.

Children have access to a small selection of activities, toys and equipment which is adequately organised within the setting. However, there are times when children are not suitably engaged and involved in activities. Although children are welcomed by the staff upon entry, they are not routinely assigned a key person. As a result, children are not fully helped to feel secure and safe within the environment.

The setting does not adequately self-evaluate practice which has an impact on their ability to identify and maintain areas for continuous improvement. Consequently, this has a negative impact on the children's safety and welfare. The setting has some systems in place to work with parents; they provide parents with daily verbal feedback and a notice board is available which contains some basic information. However, as they do not conduct observations of the children's development, parents are not able to be fully involved in their child's continuous learning. Also, the setting has not made sound links with other professionals involved in the care and education of the children within the early years age range, particularly those teachers within the school that the children attend. This affects how well the children's learning is supported and enhanced within the provision. In discussion with parents they have mixed views about the setting. For example, some parents say that they are happy with the setting and others express concern about the safety and care of their children.

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

The setting does not adequately support or complement children's learning and development. This is due to staffs' inability to implement the learning and development requirements of the Early Years Foundation Stage. The interaction between the staff and children is limited due to the poor deployment of the staff. Staff are not aware of the children's progress, interests or abilities as observations are not routinely conducted. As a result, the setting does not adequately plan relevant and motivating learning experiences based on the children's individual interests and needs.

In the main, children are settled and involved in the activities on offer. For

example, they enjoy creating objects from the lollipop sticks. They are able to make some choices in the resources they play with as they are readily available within the setting. Children are not suitably supported in developing an understanding of appropriate behaviour. For example, they fight with the cushions and jump up and down on one another. In addition, some of the older children do not act as positive role models for the younger children, as they use inappropriate language and run around the hall screaming. Children's behaviour is not always appropriately managed and at times is often ignored by staff.

Children have some opportunities to develop their physical skills and health as they are able to access the outdoor area where they can use the climbing apparatus and play football. Children are offered healthy food and drinks that take account of their individual dietary needs, such as beans on toast and fresh fruit. Mealtimes are a social event and children are encouraged to eat together. Children have free access to drinking water as a fountain is available within the hall. Children are learning how to keep themselves safe in the event of a fire as evacuation drills are routinely conducted. However, children's safety is not adequately promoted as the arrangements for safeguarding children are not robust.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 and voluntary section of this report (Safeguarding and promoting children's welfare and Suitable people) 10/12/2010

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 and compulsory section of this report (Safeguarding and promoting children's welfare and Suitable people) 10/12/2010