

# Chadwell Afterschool Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY414898
<b>Inspection date</b>	15/12/2010
<b>Inspector</b>	Marilyn Peacock

<b>Setting address</b>	Chadwell Primary School, High Road, Chadwell Heath, ROMFORD, RM6 4EU
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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**

Chadwell Afterschool Club registered in 2010 and is operated by a voluntary organisation. A committee with mostly parents as members is responsible for the operations of the club. The committee is also responsible for a breakfast club and pre-school provision which operates within the local area.

Chadwell Afterschool Club is situated within Chadwell Primary School. The school is situated in Chadwell Heath, within the London borough of Redbridge. The club only provides care for children attending this school. A maximum of 40 children may attend the setting at any one time, aged from three years to under eight years. In addition, children aged eight years plus will also be attending. The club is registered on the Early years register and the compulsory and voluntary part of the Childcare register. Currently there are five children under five years on roll.

The club operates from 3.30 pm to 6.00 pm, term time only. Children have the use of a large hall, two outdoor play areas and associated facilities within the premises. The setting currently employs seven members of staff and a manager. All staff hold an appropriate early years qualification.

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

Overall the quality of the provision is good.

Children are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development whilst in the care of the after school club. Children are happy and settled and enjoy a varied and interesting range of activities which they have chosen for themselves. Children's welfare is effectively promoted and documentation in the setting ensures that children are safe. Children are valued and respected their independence is promoted well. The club has started to work in close partnership with parents to provide a fully inclusive service where children's needs are met. The club uses reflective practice and self evaluation to assess their strengths and areas for development, in order to raise standards and improve outcomes for all children.

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

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

- further develop the partnership with parents to ensure they are fully aware of their child's progress towards the Early Learning Goals.

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

Children's welfare is safeguarded as the staff have a good understanding of child protection issues. They are aware of the procedures to follow should they have any concerns about a child in their care. Training in safeguarding children is updated on a regular basis and there is a designated member of staff responsible for this area. The relevant information to seek advice or make a referral is available if required. Children's safety is a high priority. Regular risk assessments are carried out and action taken promptly to remove any potential hazards. There are clear procedures for outings, and specific trips are risk assessed before children embark on them. Children play an active part in assessing the risk to children from activities which are new to the setting. They sit with the staff and talk about potential risks from the activities and help identify how they can be minimised. Staff supervise the children closely so that they arrive at the after school club safely. All of the required documents and procedures have been devised and are followed to promote the welfare of children. Robust vetting procedures are reviewed on a regular basis to ensure children are cared for by adults who are appropriate to work with children. Staff have good knowledge and expertise to support the development of the children effectively and make sure they have fun after school. They work well as a team and have a clear sense of purpose and commitment to continual improvement of the setting for the benefit of the children. Regular appraisals highlight staff's strengths and any training needs and all staff are keen to update their knowledge and understanding of childcare. Good use is made of the environment to provide children with a broad range of activities both inside and out. A suitable range of toys and resources are available each day.

The established staff team provide a warm and friendly environment for children to work and play. Daily briefing before the session ensure that all staff are clear about their role and responsibilities and are aware of children's specific learning and welfare needs. Good relationships are developing with parents. Notice boards, welcome packs and accessible written policies enable parents to become aware of the services on offer for their child and the procedures that are in place. All relevant information is gathered from parents when children first start attending and consents and permissions are reviewed at regular intervals. There is some sharing of information between the key person and parents which promotes children's continuity of care.

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

Staff at the after school club are enthusiastic and obviously enjoy their work. They provide a stimulating and enjoyable environment for all those who attend. Children enjoy a broad variety of exciting play and activities which are child-led. There are also some planned activities to extend their enjoyment and experiences. Children receive adult guidance to give them extra support if needed but their independence is promoted as much as possible. The staff make sure that children

have lots fun after school. The day of the inspection was the Christmas party and staff where enthusiastically joining in with the dancing and face painting. Children behave very well. They understand the difference between right and wrong through consistent boundaries, praise and the age appropriate methods used by the staff to manage behaviour. Children are considerate, share, take turns and are polite. The older children that attend enjoy helping the younger ones to settle into the club routines. Children's idea and interests are valued and respected. They work closely with the staff to plan activities; menus, and choose resources that interest them. They complete questionnaires which the staff use to plan future events and evaluate the success of the sessions. The emphasis is on child-led activities which ensure the children feel part of the club and enjoy play that they have initiated. They benefit from routines which make them feel secure and relaxed. Children particularly enjoy using the clubs large outside play area they act out stories using the flood lit stage and excitedly hide in the safe seating area until a staff member finds them. High priority is give to role play and creative activities as these are the ones children particularly enjoy after a day at school. Soft cushions and lots of books mean that if children want some time on their own they can snuggle up on the cushions to watch the children play or close their eyes and rest.

Children attending the after school club are offered hot foods such as pasta, sweet and sour chicken and wraps with different fillings and there is always a vegetarian alternative available. Staff know children dietary preference and make sure that children that have allergies are protected. Fresh fruit and yogurt is offered daily, helping children to recognise foods that are good for them. The manager and staff have a good understanding of anti-discrimination, enabling them to provide a service which is inclusive for all children and their families. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Children learn how to keep themselves safe through sensitive reminders from the staff and topics on staying safe. They understand that the clubs rules are there for their safety. Children practice the evacuation drill regularly so that they know how to keep themselves safe in the event of an emergency.

## 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