

# Greenwood Primary ASC

Inspection report for early years provision

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**Unique reference number** EY398744  
**Inspection date** 06/01/2011  
**Inspector** Christine Bonnett

**Setting address** Greenwood Primary School, Wood End Way, NORTHOLT,  
Middlesex, UB5 4QG  
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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**

Greenwood Primary ASC (after school club) is run by Special Treasures Childcare Limited, and is a Christian organisation. It opened in 2010 and operates from a hall within Greenwood Junior School Northolt, in the London Borough of Ealing. A maximum of 24 children may attend the after school club at any one time, of whom 16 may be in early years age group. It is open each week day during term time from 3.30pm to 5.45pm. The club offers places to children attending Greenwood Primary School only. Children have access to a secure outdoor play area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently five children in the early years age group on roll. There are also currently 10 children in the later years age group attending. The club has three staff, all of whom hold appropriate qualifications.

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

Overall the quality of the provision is good.

This after school club provides an inclusive service to all children. The skilled staff provide play and learning experiences that enable children to progress in all areas. Effective partnerships with parents ensure children's individual needs are known and met appropriately. Generally, links with the school also contribute towards the well-being of the children. The provider/manager recognises the benefit to the children of routinely reflecting on the work of the club and continuously enhancing the existing good practice.

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

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

- strengthen links with the children's school to share relevant information for continuity and coherence in their learning.

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

The provider/manager and her staff have a thorough understanding of how to safeguard children effectively. They know the indicators of child abuse and the procedure to follow to report concerns. The risk assessments conducted on the premises ensure that all obvious hazards are identified and managed appropriately to prevent harm to children. The robust recruitment procedure ensures that suitability checks are carried out on all staff working with the children. All the

documents and records required for the efficient management of the club, and the welfare of the children are in place. Children also learn how to keep themselves and others safe. For example, they participate in fire drills, and are reminded not to open the door themselves when a caller rings the bell.

The provider/manager is fully committed to providing high quality childcare for children. She offers strong leadership to her staff and communicates her high expectations for securing improvement effectively. Since registration, the club has reflected on its practice and made changes that have had a positive impact on the safety and well-being of the children. These include improving security on the gate used by parents, and repositioning the table football game as it presented a hazard to the younger children. Future plans include continuing to build upon partnerships with parents by inviting them to join in sessions with the children and talk about their particular skills and interests. Feedback from parents about any aspect of the club is welcomed by staff, and used as part of the self-evaluation process. In addition, the children are also invited to comment on their experiences through specially designed feedback forms.

The provider/manager places high value on working in partnership with parents. She understands the importance of this to ensure good outcomes for children. Parents provide all appropriate information about their child when they join the club to ensure their individual needs are known in order to provide continuity of care. There is also a two-way flow of relevant information between staff and parents each evening to ensure the immediate needs of the children are shared appropriately.

Information about each child's general well-being and any additional learning support required is obtained from the school to provide further insight into the needs of the children. However, this information is not in sufficient depth to incorporate the child's developmental progress in each of the six areas of learning. Consequently, the link with the school is not effective in ensuring a consistent and coherent approach to each child's learning is achieved.

Children are valued as unique individuals. They are shown respect by caring staff. Children also learn to value and respect each other. For example they are encouraged to listen to what they say when invited to speak at registration time each day. Children learn about wider society, and to be considerate and thoughtful towards others, such as the elderly and people with disabilities.

Good use is made of the available space at the club. The hall has designated areas for quiet activities and physical play. This means children play safely, and do not disrupt each other's games and activities. Staff provide a wide and stimulating range of resources and activities for children to enjoy. The hall is set out appealingly before the children arrive, enabling them to quickly settle down to activities of their choice.

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

Children enjoy attending the club, and have fun. The play provision promotes each area of learning. The comfortable book corner is well equipped with books to support language and literacy, as well providing a comfortable area for relaxing in after a school day. Boxed games help children with reasoning and numeracy, and the wide range of craft materials enable children to express their creativity. The availability of information and communication technology equipment also helps children to develop the vital skills they will need to achieve economic well-being in the future.

The observations carried out on the children as they play enable staff to assess their stage of development within each of the learning areas. The next step in their individual learning journey is identified and incorporated into the play plans to promote their continuous development towards the early learning goals.

The club encourages children to adopt healthy lifestyles. They benefit from physical exercise in the school grounds during the warm weather and lighter evenings. In the colder and darker evenings, indoor sports equipment, such as hoops, bats and balls are enjoyed in the hall. Children practice good personal hygiene routines as they wash their hands at appropriate times during the session, and understand why it is important to do so. The club provides hot and cold snacks that take account of individual dietary needs. Tomato soup with toast, cheese sandwiches and noodles are all favourites that are included on the menu. Fresh fruit is offered each day, and drinking water is readily accessible for the children to help themselves throughout the session.

Children's behaviour is very good. 'Golden Rules' are devised by the children and applied consistently by the staff. Knowing what is expected of them helps the children develop a sense of belonging and security within the club. The children form strong relationships with both staff and their peers. Those in the early years age group are fully included in the life of the club, and watched over by the older children who offer support and guidance, when needed. The consideration shown towards the youngest children contributes towards their confidence to join in with activities, and approach staff to express their needs, such as wishing to use the bathroom. Staff give warmth and kindness to the children and support them to have fun. Consequently, the atmosphere within the club is caring, calm and harmonious.

## 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