

Yellow Birds Out of School Club at Longshaw Primary School

Inspection report for early years provision

Unique reference number	EY398080
Inspection date	27/09/2010
Inspector	Lynn Palumbo

Setting address	Longshaw Primary School, 18 Longshaw Road, LONDON, E4 6LH
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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

Yellow Birds Out of School Club at Longshaw Primary School was registered in 2009. It operates within the grounds of Longshaw Primary school in the London borough of Waltham Forest. All children share access to a secure enclosed outdoor play area. The club is open each weekday from 7.45am to 9.00am and 3.30pm to 6.00pm, term time only.

A maximum of 24 children from two to eight years may attend the setting at any one time; there are currently 3 children on roll within the Early Years Register. The club is also registered to care for children on the compulsory part of the Childcare Register.

There are four members of staff, two of whom hold appropriate early years qualifications

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote the Early Years Foundation Stage framework requirements well overall, within a generally suitable and inclusive environment. Children are making good progress in their learning and development. The management and staff team meet children's individual needs because of the good quality provision they offer, and by working well with parents. They have the capacity to self-evaluate their practice with children, and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the children's hours of attendance (also applies to the Childcare Register) 12/10/2010

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

- provide clearly identifiable fire exits to ensure children can take responsibility for their safety in the event of an emergency

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. The manager and staff have a good knowledge of hazards that could harm children within the provision; a record of risk assessment is in place for every area that children play. This ensures any potential hazards are promptly recorded and minimised. Overall, systems to safeguard children are effective, but although an attendance record is in place for all children, the daily hours of children's attendance are occasionally not kept, as required.

Staff are deployed effectively, so that children are well supervised at all times. Children are offered a wide selection of good quality resources within an open plan environment. The outdoor play area is organised so children have a range of opportunities to develop physically within a creative environment.

The children and staff represent a wide range of cultures and everyone is treated with respect. The manager and staff team know the children well and obtain useful information, such as health, care and dietary needs. The manager appropriately and actively promotes equality and diversity, and tackles unfair discrimination. Specialist staff working with the local authority, and private professionals, are welcome to visit and give advice and guidance about the best ways to offer support.

The management team has various systems in place to self-evaluate the provision., The views of staff are considered and they have identified some areas for development well. For example, the manager is currently purchasing equipment to support children's learning in information and communication technology. In addition, the manager has encouraged practitioners from other settings delivering the Early Years Foundation Stage to share children's learning and development records.

The level of engagement with parents and carers is strong. Parents receive information about the club through an induction system and they can stay with their children if they wish. Parents are encouraged well to be engaged with their children's learning and development and at the end of the day they receive samples of their children's work. A range of policies, including equality of opportunities, and complaints are in place and shared with parents to ensure they are aware of the club's professional responsibility.

Parents inform the manager of the club's strengths through the positive comments noted in parental questionnaires. Parents are encouraged to take part in celebrations and fund raising initiatives and their involvement and support is much appreciated.

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

The key workers have a strong understanding of the Early Years Foundation Stage. They observe the children's individual learning and record their development in their profile folders. Children interact enthusiastically, discussing pictures as the key worker reads stories at the end of the day. In addition, children make progress as they read their home school book and the key worker supports well. Children have good opportunities to develop physically. They energetically play hockey, football and team games. In the school playground they climb on boulders, and enjoy traditional playground games. They also visit the local park and climb on the recreational equipment.

Children develop their creative skills extremely well. They make a wide range of resources to use within the planned theme, such as, binoculars, cardboard houses, mechanical puppets and hanging mobiles. Children role play and dress in fantasy costumes. In addition, they use their imagination well when playing memory games. Themes and topics are chosen to develop children's knowledge and understanding of the world around them including 'seeing and the world around us'. Children visit the local park to compare and contrast, looking at similarities and differences compared with the school. The activities chosen to celebrate children's diverse cultural backgrounds are successful. They have responded to Eid, and children have presented their own culture through the theme 'all about me'. In addition, they have tasted a selection of fruits from around the world. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Overall, there are effective measures within the club to help children learn about safety. Children learn road safety and 'stranger danger' when visiting recreational areas, for example. Children practise fire evacuations, so know what to do in emergency situations when in the club; however, fire exits are not clearly identifiable, which does not help them learn how to keep safe when in other situations. Children are learning to adopt a healthy lifestyle well. They enjoy a healthy snack and take pride in washing their hands before eating. Children can take a drink of fresh water at any time. All children enjoy playing together and they have a mutual respect for each other and all the staff. Their behaviour is managed well by the manager and staff and subsequently children show confidence and high levels of self-esteem. They choose what toys they would like to play with and they know they are expected to help tidy toys.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

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	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:

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 12/10/2010