

Little Diamonds O.S.C. (Venner Road)

Inspection report for early years provision

Unique reference number

EY318886

Inspection date

21/10/2010

Inspector

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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

Little Diamonds Out of School Club (Venner Road) is one of two out of school provisions run by an individual provider. It opened in 2005 and operates from a community hall. Children have access to an enclosed outdoor play area. The out of school club is situated in a residential and commercial area of Sydenham within the London borough of Lewisham. The club is open each weekday from 7.30am to 8.30am and 3.00pm to 6.00pm during school term-time only.

A maximum of 30 children aged from four to under eight years may attend the club at any one time. The club is registered on the Early Years Register. There are currently 13 children on roll who are within the early years age group. The club also offers care to children over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, all of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 2 or 3. One member of staff is working towards a higher professional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are adequately promoted in most areas because staff have a sufficient understanding of many aspects of the Early Years Foundation Stage. Children are settled and enjoy their time at the out of school club. Children's health is sufficiently promoted and appropriate measures are in place to ensure children's safety in most areas. Effective partnerships have been established with parents; however, partnerships with other settings that the children attend have not yet been formed. Systems to evaluate practice are generally effective in supporting the management and staff to improve standards and make progress based on what has been accomplished so far. There is a strong commitment to continuous improvement with an open acknowledgement and willingness to address identified weaknesses.

What steps need to be taken to improve provision further?

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

- improve assessment and planning arrangements to identify and include the needs of each child and their next steps of learning
- update the record of risk assessment to include any assessments of risks for outings and trips
- improve the range of positive images that challenge children's thinking

- and help them to embrace differences and gain an understanding of diversity
- establish effective relationships with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children attending other settings
- improve opportunities for parents and children to contribute their views and suggestions, and be involved in the decision making about the provision.

The effectiveness of leadership and management of the early years provision

The overall welfare of children is adequately safeguarded. Staff are informed through appropriate training and internal meetings about their role and responsibility in protecting children from possible abuse and have clear procedures to follow. In line with requirements, there is also a written procedure to follow in the event an allegation is made against a member of staff. Effective recruitment and vetting procedures ensure that all staff working with children are suitable to do so. The environment both indoors and outside are subject to risk assessments. Staff have taken appropriate action to manage and eliminate risks to children and keep a record of these. However, it does not include the risk assessment for outings. Arrangements for the safe arrival and collection of children are well managed. Children are collected from school by staff and safely accompanied to the after school provision. Most records are adequately maintained. However, there are inconsistencies in the management of the accidents records. For example, not all entries to the accident records are countersigned by the parents. Hygiene practice is of a good standard. Frequent cleaning is carried out to toilets and the kitchen. Food is hygienically prepared and all staff have received training in food safety. Children's preferences are taken into account when considering menu options taking into account individual dietary needs, which includes children's allergies or cultural requirements. All are appropriately recorded.

The setting receives support from the Local Authority Training and Quality Officer. All staff are involved in the self-evaluation process and together they have implemented a quality assurance system to monitor and evaluate the provision. It identifies the strengths and areas for improvement. However, opportunities to actively involve parents and children in contributing to the decision making about the provision have not yet been fully explored. The setting has taken some positive steps to improve outcomes for children and recommendations made at the previous inspection have been addressed. Management has implemented a key person system for children in the Early Years Foundation Stage. Successful training needs analysis ensures that staff keep up to date with changes and learn new skills. Some staff have recently achieved an appropriate early years qualification and working towards a higher professional qualification. All staff are appropriately trained in first aid, aware of their roles and responsibilities, and work well as a team. The club is currently in the process of developing the outdoor play area.

Staff have established adequate relationships with parents. Appropriate systems are in place for staff to gain general information about each child's background. Parents receive sufficient information about the setting through a parent's

handbook, policies and procedures, and displayed notices. Parents collecting their children receive a friendly welcome and exchange of information at the end of each session about children's care and well-being. There are some opportunities for parents to be involved in supporting children's learning such as contributing to special events. Effective working relationships have not been established with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care for children attending other settings. This area had been overlooked by the manager.

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

Children are supported by staff who are developing an awareness of the Early Years Foundation Stage. They identify children's needs and interests on an individual basis through completing initial profiles and observing children during their play. However, assessments are not evaluated against the Practice Guidance for the Early Years Foundation Stage development matters. Activity plans are completed for the whole group and do not show different or additional support for individual children. As a result, staff are unable to identify the developing knowledge, skills, understanding and attitudes that children have achieved and therefore do not provide a secure basis to plan activities to move children on in their next steps in learning.

Children are provided with adequate opportunities to help them make progress across most areas of learning and development. Children are relaxed and at ease in the setting and some strong friendships are evident. Children work collaboratively with others and older children support younger children very well in the setting to take part in activities. Children engage easily in conversations with each other and confidently introduce themselves to visitors and talk about the activities provided. Staff encourage politeness and good behaviour is rewarded with compliments and praise. Staff value the individual backgrounds of children. They use activities during Black History month to promote children's self-esteem and their knowledge and understanding of the wider world. However, children have limited access to resources that reflect all aspects of society in the learning environment. For example, there are a few books, dolls and props for role play that depict positive images of different culture, gender and disability.

Children are able to build and construct and develop their creativity through a variety of arts and crafts activities, such as, drawing and making designs on candle holders and picture frames with glass paint. They use a range of small tools competently to cut and mould dough. Children's hand and eye coordination is good. They are skilful when playing pool, table football and using information technology. They have access to a wide range of computer games which they are able to explore and develop their skills using different types of controls.

Children enjoy their play in a safe environment and learn to take responsibility for keeping themselves and others safe. They respond positively to the staff's gentle reminder of how to use equipment safely and regular fire drills help children to

learn how to leave the premises quickly and safely in the event of an emergency. Children have well developed understanding of the importance of good hygiene practices. They know that they must wash their hands before eating and after using the toilet to minimise the spread of infection. Regular and varied opportunities for both indoor and outdoor physical activities encourage children to develop a positive attitude to exercise and challenge their physical development. Children enjoy healthy snacks of fresh fruit and bun or toast with cheese, and can help themselves to fresh drinking water throughout the session.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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