

Calvary Morning Glory Club (18/11/2005)

Inspection report for early years provision

Unique reference number	EY310985
Inspection date	01/02/2011
Inspector	Jane Davenport

Setting address	174D Vicarage Road, Leyton, London, E10 5DX
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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

Calvary Morning Glory Club was registered in 2005 and operates from church premises which are situated in Leyton in the London borough of Waltham Forest. Children have access to two large play rooms. Access is via a buzzer at the front door.

The club is open each weekday during school term time from 3.15pm to 6.30pm and from 7.00am to 6.30pm during school holidays. The club is registered to provide care for 20 children from four years to under eight years. Care is also provided for children over the age of eight. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The club employs five members of staff, including the manager, over half of whom hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and making good progress in this friendly and inclusive setting, where they are well protected and empowered to take some responsibility for their own welfare. Documentation is generally well maintained and partnerships with parents and others are strong. The manager is committed to the ongoing development of the quality of the provision and this, together with secure self-evaluation procedures, means the setting demonstrates a good capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- keep a consistent daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) (Also applies to the compulsory and voluntary parts of the Childcare Register)

28/02/2011

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

- review the content of menus in order to provide a good variety of healthy meals and snacks

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of their roles and responsibilities regarding the safeguarding of the children in their care and children's welfare is given high priority. There are robust systems in place to ensure the suitability of those adults working directly with the children and visitors to the setting are asked to identify themselves and sign the visitors' book. Staff carry out regular risk assessments and safety checks of the premises and additional risk assessments have been put in place for the journeys from the different schools attended by the children. Appropriate staff deployment ensures that ratios are maintained and children are suitably cared for at all times. Documentation to support the smooth running of the club is generally well maintained. The current system for recording children's hours of attendance is usually effective. However, although children are usually signed out with their time of departure, several instances were noted in the register where their time of arrival has not been completed. This results in a breach of the specific legal requirement to maintain a complete record of children's hours of attendance.

The inclusive nature of the setting ensures that it pays good regard to promoting equality of opportunity for all children. Some good quality resources are deployed effectively and made easily accessible to the children so that they can self-select what they wish to play with. Effective measures in place help children learn to respect and value differences. Many positive images are displayed through posters. Books are available in dual language texts and feature Turkish, Arabic, Urdu and Hindi scripts. Others, such as 'A cane in her hand' and 'Howie helps himself', teach children about disability in a positive way. Staff develop mutually supportive relationships with parents. Policies and procedures are made available to parents and they are kept well informed about their child's participation and progress at the setting through an effective two-way flow of information and an informative parents' notice board. Parents are able to contribute their thoughts and suggestions by way of a suggestion box and parent questionnaires. Completed questionnaires comment on 'good facilities' and 'helpful staff' and state that the staff 'give the children equal time relating to homework and having fun'. Good links have been established with teachers at the schools the children attend and relevant information is shared in order to provide optimum support and consistency for individual children.

The manager and staff are reflective of their practice. Most of the recommendations from the last inspection have been addressed and an ongoing programme of staff training helps staff update their skills and knowledge of childcare issues. For example, they have recently undertaken in-house training in the Early Years Foundation Stage and safeguarding. Self-evaluations identifying strengths and areas for development have been completed and the setting demonstrates a good capacity for maintaining continuous improvement.

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

Children are well settled in this friendly and inclusive setting and are able to choose from a balanced selection of adult led and child initiated play activities and experiences. For example, when they arrive from school, the halls are set out with a climbing frame, table tennis and table football to encourage them to develop their physical skills. Young children show good coordination when playing table tennis as they hold up the ball in their line of vision, hitting and returning shots with developing confidence and expertise. Children also organise themselves into teams for a game of football, which includes boys, some girls and some of the younger children. The children generally play well together. Older children are kind and supportive of the younger ones and ensure that they are actively involved. Children at the club are empowered and make a positive contribution. This is because they are given responsibilities. For example, children make up the club 'Council' and are responsible for their own and others' behaviour. A traffic light system is in operation and children note when anyone displays unacceptable behaviour, moving their name badge from the green to the amber or red area until their behaviour improves. This also helps children develop good skills for the future. Their thoughts, ideas and contributions are collated by using pictorial questionnaires which they are asked to complete.

Children in the Early Years Foundation Stage are supported to make good progress in their learning and development. Key workers know their children well and undertake sensitive observational assessments in order to plan for their individual needs. The children's profiles are shared with parents and include observations that are linked to the six areas of learning, photographs and examples of the children's work. Children's language and creativity are developing well as they talk to one another and staff extend their activities by asking open ended questions. For example, one young child who is making a junk model is asked, 'What else do you need' and this encourages them to use their thought processes and language. Similarly, children playing with the building blocks learn to solve problems for themselves as they use blocks of different shapes and sizes to build a spaceship and discover that the stickle bricks make the best spaceships. Children enjoy music and play the electric keyboard and drums. They learn about how things work and demonstrate good skills and knowledge and understanding of the world when using the computers that are provided. Staff are mindful that the children have had a busy day at school. After tea they are supported in completing their homework, if appropriate, but also provided with relaxing pursuits if they wish to wind down.

Children receive support for developing a healthy lifestyle as they know the routine well for washing their hands before they eat in order to eliminate germs. Mealtimes are social occasions when the children sit and chat together. They eat generally healthy food such as wholemeal toast with spreads and fresh fruits, however, there is currently little variety in the menu and children are becoming bored with the limited options available to them. Children are learning to keep themselves safe as they read out the club rules to one another to reinforce them.

They read and practise the emergency evacuation procedure on a regular basis so that they become familiar with what to do in the case of a genuine 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

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	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

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 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 section of the report (Records to be kept) 28/02/2011

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 section of the report (Records to be kept) 28/02/2011