

Extra Time @ Clockhouse

Inspection report for early years provision

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Inspector Rufia Uddin

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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

Extra Time @ Clockhouse was registered in 2010. It is a privately owned group, which is based in the dinner hall of Clockhouse Primary School, Collier Row in the London borough of Havering. The provider offers a range of after school clubs and holiday play facilities within Havering. The club is for children attending attending Clockhouse Primary School. There is a small garden and access to the school playground, playing field, school hall, ICT suite and school library. A maximum of 32 children from three years to under eight years may attend the club at any one time, with children up to the age of 11 years also in attendance. The breakfast club is open each weekday from 7.30am to 9.00am. The after school club is open each weekday from 3.15pm to 6.00pm, during school term times. The playscheme is open in school holidays from 8.30am to 6.00 pm. The club is on ground floor level and a ramp provides ease of access.

The out of school club is registered to provide care for a maximum of 32 children from three years to under eight years at any one time. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children from aged three to under eight years on roll, of these one child is in the early years age range. The club currently has no children with special educational needs and/or disabilities and no children who speak English as an additional language in the early years age group. The club employs three members of staff working directly with the children. The manager of the club has a BA in Early Childhood, one staff member has a level 3 qualification, and one has no childcare qualification. The club has a qualified sports coach who works once a week to provide multi-sports for the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled in an inclusive setting where they are respected and valued as individuals. They are healthy and have developed secure relationships with the staff and their peers. Children benefit from an effective range of measures to ensure their safety. Clear understanding of their individual needs contributes to the good progress children are making in their learning and development. Detailed policies and procedures contribute to the smooth running of the club. Procedures are in place to overcome potential barriers, and the group is working well in partnership with parents and others. Management has a dedication to driving improvement which ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop opportunities for parents to be informed about their child's next steps for development and how they can support this in the home, to help them to play a more active role in their child's learning at home
- further develop story telling and the book corner to support children's learning.

The effectiveness of leadership and management of the early years provision

Children move safely, freely and independently around the hall. Daily checks of the hall and outdoor areas by the staff and their good supervision of children help ensure they are protected from harm. Children are safeguarded well. Robust systems are in place to ensure children are kept safe when at the club. Staff understand their responsibilities, and procedures are up to date. Staff have a good understanding about the procedures to follow in the event of having any concerns about children in their care, and keep clear records of children's existing injuries. Staff check visitors' identities and use a visitors book to record their hours of attendance. There are vetting procedures in place which ensure all adults are suitable to work with the children. Necessary written parental permissions are in place. Risk assessments cover all aspects of the environment including any outings that may be taken. Children are taught to keep themselves safe and how to assess risks as they play. Fire drills are carried out and logged and evaluated. Medicine is stored safely and is signed in and out, and administered according to policy and regulations. First aid boxes are available and fully equipped, and names of first aiders are displayed. Details of accidents and medication are recorded and shared with parents. Clear records of staff and children's attendance are kept secure and confidential. Detailed policies and procedures contribute to the smooth running of the club. Partnerships with parents and others contribute to the service provided. Parents sign children in and out to promote the safety of the children.

Resources are in good condition, balanced and easily accessible to children. They are used effectively to help children learn and achieve. Staff have a good knowledge and understanding regarding the Early Years Foundation Stage, consequently children are progressing well in their learning and development. Children display positive attitudes to learning and relationships between children and adults are good. Children play together well, take turns willingly and share toys. The club's 'golden rules' are an important tool for children to refer to in order to develop their self-esteem, understanding of boundaries and respect for each other. Management is committed to promoting inclusion. Policies and procedures which are shared with parents help to promote an inclusive environment, and the club benefits from wheelchair access.

The self-evaluation process has been undertaken. This demonstrates a commitment to drive improvement and the quality of care provided. The self-evaluation process contributes towards a clearer understanding of how the club is practicing. The management has a vision for continuous improvement. The Club

Manager is supported by the Operations Manager and the Company Director who are available to offer advice and support. All staff have contributed to the process and work hard together to provide good quality childcare. The manager is well motivated and has drive and ambition to secure further improvement. Overall, the leadership and management of the club are good and demonstrate a commitment to providing good quality childcare.

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

Children benefit from a calm, friendly environment, where they can enjoy relaxing and playing after school. They are warmly greeted as they arrive and settle quickly at activities. Staff make sure that the main hall looks inviting, and a broad range of activities are available. Activities are planned on a weekly basis to ensure the play opportunities provided are varied. Children are involved in the planning process to enable them to make decisions and choices about their play, and to make sure they are interested in what is available. Children's creativity is promoted as they have regular opportunities to be creative. They draw, paint and use collage materials. Children also enjoy role play, and engage in mark making with adult support. Children's different needs and wishes are respected. Outdoor play is available to children who want to be active. Children who want to play quietly can relax and paint or draw. Children have good relationships with staff and each other. Staff respond warmly to children's approaches, and involve themselves in their play. Children's learning and development is promoted because staff have an understanding of the Early Years Foundation Stage. Children are happy and stimulated throughout the session.

Children participate in well planned, large and small group activities, which are organised with clear learning intentions. Children become aware of diversity through activities and discussions and the celebration of different events, cultures and festivals such as Hanukah and Diwali. Children enjoy opportunities to investigate change and explore different media. Children are beginning to develop skills that will benefit them in the future. They benefit from opportunities to develop their information technology skills, for example, by playing with a computer and playstation to extend their problem solving, reasoning and numeracy skills. Children are developing language and communication skills. Many talk enthusiastically, with staff and peers, about things that interest them. Although the full potential of the book corner and story telling is not yet utilised, children can enjoy stories and most listen attentively. Children benefit from good behaviour management, they know and understand the 'golden rules' and happily comply with these. The staff are positive role models, treating children with care and respect. The children play well together, negotiating, sharing and taking turns. They are praised for positive behaviour, such as helping to tidy up. Generally children benefit because the club works in partnership with parents and others, although parents are not yet fully involved in their child's next steps of development to help them support learning in the home. An assessment system is being introduced to monitor children's ongoing progress towards the early learning goals and identify the next steps for their individual learning. Though these

important processes are beginning to support children's progress they have been only recently introduced and are still being developed. The group provides a flexible service, to accommodate parents and children's needs. Staff share information about children's care with parents each day and pass on any important information from school. The manager has a good knowledge and understanding of the requirements to record accidents and any medication administered, and uses documentation to do so. Staff obtain information from parents and carers about children's medical requirements and request written parental consent to seek emergency medical treatment. Secure procedures are in place to respond to accidents, and all arrangements are discussed and agreed with parents, ensuring children's health and safety remains a priority at all times. Children's health is also promoted by opportunities to be active, including opportunities to develop physical skills by using the climbing frame and playing ball games.

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

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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: Met

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