

Children of the Future

Inspection report for early years provision

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Inspector Gill Walley

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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

Children of the Future out of school club was registered in 2004. It operates from a community room in the Children's Centre adjoining James Dixon Primary School in the London Borough of Bromley. Children from one other local primary school may also attend. The provider operates between 7.45am and 9am and between 3pm and 6pm Monday to Friday during term time only. The setting supports children who have special educational needs and also those who are learning English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting has space for 24 children to attend at any one time, of whom four may be early years. There are currently 31 children on roll, of whom four are early years. There are six members of staff including the manager, four of whom have appropriate childcare qualifications. The club works in close partnership with the adjoining primary school, the Children's Centre and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of the Future provides good out of school care because it provides an inclusive environment. The setting is able to meet the needs of all children including those who have special educational needs or disabilities and those who are learning English as an additional language. The club's premises is safe and welcoming. Children's learning and enjoyment is generally well supported. The manager and her team are experienced and they evaluate all aspects of the provision to identify aspects which they can improve. As a result the club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- help the children to learn more about living things, for example, by growing plants in the outdoor area
- provide children with more opportunities to reinforce their learning in numeracy, for example, by displaying more numbers, letters and shapes in the classroom and outdoor area.

The effectiveness of leadership and management of the early years provision

The club has good procedures in place for keeping the children safe. All staff are vetted, and trained in safeguarding. Visitors sign in and when the children are playing outdoors they are well supervised. If a child needs medication, or if a child has an accident, the staff complete records which are signed by parents and carers at collection time so that they are fully informed. All staff have first aid

qualifications and understand the food allergies children may have. The manager can identify particular areas where most accidents happen and has encouraged the children to think of ways to avoid them. The staff have been trained in the hygienic handling of food. The manager carries out daily checks of the entire premises before the start of each session to identify any hazard which could cause an accident.

The club has improved significantly since the last inspection. Parents and carers are now better informed about the club's policies and procedures. The children's exact arrival and departure times are noted. The manager drives ambition well and constantly looks for ways to improve the club. Her staff attend training courses which enable them to offer more opportunities for the children.

The club works well with parents and carers who receive information about how the club runs. They tell the staff about their children's interests and likes and dislikes to help the staff get to know them well. Staff talk informally to parents and carers about the children and the progress they are making at the end of sessions. Parents and carers can telephone the manager at any time if they are worried about their children. Parents and carers complete surveys to express their views about the activities which are available and how the club is run, and there is a suggestions book for incidental comments, for example, about menus. The manager adapts procedures in response to these suggestions and she values feedback. Parents and carers have their own notice board where they can see plenty of information about activities and other events in the area which their children might enjoy. They can find out about their children's progress and what they enjoy by looking at photographs of their activities. Parents and carers sometimes come in to talk to the children, for example, about their customs or celebrations. The manager works particularly closely with parents and carers whose children need additional support so that these children make equally good progress. Parents and carers are confident that their children are safe and happy when they attend. The manager also works closely with the primary schools which the children attend, for example, the staff meet class teachers to learn how best to support each child and what stages children have reached. This helps the staff to know the needs of all children well. It also helps the teachers to pass on information to parents they do not see at the end of the school day, and to know more about the progress of the children they teach in a different environment.

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

The children play well with older and younger children playing together so that the younger ones are encouraged to develop their skills and confidence. They share and take turns, and they concentrate on tasks such as drawing for long periods. Adults praise the children for what they achieve and are good role models. They give the children stickers and certificates when they behave well or are especially polite or helpful. There is plenty of equipment for the children to choose from, and they can play outdoors whenever they wish to. They especially enjoy ball games and also using torches in the dark. There is a wide range of outdoor play equipment so that the children develop their physical skills well. The classroom is

bright and well equipped although it does not fully help the children to develop their independent learning about letters, numbers and shapes. Indoor activities include playing with dolls, cars and board games, construction, reading books and solving puzzles. Children enjoy role play and they develop very good team building and problem solving skills by creating dens. The children talk about weighing and measuring when they prepare food such as coleslaw, bread and pizzas. They develop their creative skills through painting, junk modelling and collage. They listen to music and enjoy dance sessions but the children do not have a wide range of instruments to play. The children enjoy treasure hunts in the school grounds and nature walks when they learn about trees, wildlife and habitats. They do not, however, have opportunities to learn more about plants, for example, by growing them.

The manager develops the children's self-confidence and speaking skills well, especially during tea time which is a very social occasion. The children say the staff take very good care of them. The children have thought about rules called "What works?" which help the club to run smoothly and help them to behave well. They understand the importance of a healthy lifestyle, they can explain why they eat fruit and vegetables at tea time and they help to plan the menus. They understand why they need to wash their hands. The children learn to take responsibility, for example, by helping to lay the table. They learn about many different cultures and customs when they discuss celebrations, for example, at Divali they made candle holders, tasted food and talked about the story. A poet visited the children during Black History month. They develop an understanding of those less fortunate because they have toys, books and puzzles which help them understand equality. The children develop an understanding of ways to keep themselves safe, for example, by talking about the right way to use the outdoor play equipment. They know what to do in an emergency because they often talk about it.

The children make good progress because the staff track this carefully. They use this information to plan what the children need to do next in order to move on in their learning, for example, in giving them opportunities to develop their speaking and listening skills. The staff know all the children well and they keep records of what they achieve.

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: Met

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