

# Gidea Park School Club

Inspection report for early years provision

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**Unique reference number**

EY415277

**Inspection date**

04/05/2011

**Inspector**

Marilyn Peacock

**Setting address**

Gidea Park Primary School, Lodge Avenue, ROMFORD, RM2  
5AJ

**Telephone number**

07783535835

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Gidea Park School Club was registered in 2010. The club is owned managed by one private individual. The club is situated in a classroom within Gidea Park Primary School, which is located in the area of Gidea Park within the London borough of Havering. There is access to an enclosed outdoor play area. The club is open each week day during the school term time, from 7.50am to 8.50am for the breakfast club session, and from 3.20pm to 5.50pm for the after school club. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club may care for no more than 26 children under 8 years; of these, not more than 26 may be in the early years age group, and of these, none may be under 3 years at any one time. Currently, there are 30 children on roll; of this number, three are in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children attending the out of school club are cared for in a secure and welcoming environment. Children are happy and enjoy a range of fun play activities each day. Staff work with parents and the school to promote continuity of care. Children's welfare is promoted generally well; however, some safeguarding procedures do not meet the required standard. The staff team are becoming aware of their strengths and weaknesses and areas of development, and demonstrate a satisfactory capacity for further development.

## What steps need to be taken to improve provision further?

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

- ensure that the safeguarding children policy is in line with the local Children Safeguarding Board guidance (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare register)
- 08/06/2011

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

- practice emergency evacuation procedures regularly
- develop a culture of reflective practice, self evaluation and informed discussion to identify the setting strengths and priorities for development that will improve the quality of the provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are suitably protected as the staff team understand the importance of child protection and have an adequate understanding of the signs and symptoms of abuse. All staff are fully vetted to ensure their suitability to work with children. Written policies and procedures are in place to guide practice. However, the club's safeguarding policy is not in line with current child protection procedures, particularly with regard to the action taken, should there be allegations made against a staff member. Most staff hold suitable first aid qualification so they are able to act in children's best interests, should they have an accident on the premises. Emergency evacuation procedures are in place, but they have not yet been practiced with the children or staff of the out of school club. Comprehensive risk assessments are in place, conducted by the school caretaker. The club has also conducted its own assessments of the areas they use. The staff are vigilant about security of the children; only persons known to the staff team can enter the building when it is operating, and parents are required to sign their children in and out.

The staff team have, in the short time they have been open, built a friendly working relationship with parents. All parents receive copies of the club's policies and procedures for them to read in the comfort of their own home. Monthly newsletters help ensure that parents are aware of the themes the club is following, including key events, dates of closure etc. Parents have also given a number of consents to help staff follow their wishes at all times. In addition, most parents talk to the staff informally each day, sharing information on how their child has spent their time at the club, and any changes to the child's individual care needs. Partnerships with the children's teachers are developing, and some information is shared and used to provide continuity of care and learning. The staff have begun to evaluate the care and learning opportunities they provide. They have involved the children in the evaluation by asking them what they like about the club, and what they would like the club to provide.

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

A suitable balance of activities is available each day, normally planned around a theme. Children are actively involved in the planning of activities and can choose resources they would like to use from the large storage cabinet. Staff know the children well and are therefore able to progress their learning by asking open ended questions, changing resources or displaying activities in a different way. Plans are in place to extend the current observation and assessment processes to identify children's progress on their learning journeys, by complimenting what they have learnt in the school. Children are able to complete on line homework, or other work they need to finish from the school, with the encouragement of the staff. Sound relationships are developing between staff and children, and the children

and their peers. Older children are caring and considerate to the younger children that attend. All children behave well and they benefit from the praise and encouragement of the staff. Children have started to write their own rules for the club, which are displayed prominently on the board for them to refer to.

Children enjoy using the large outside play area when the other school clubs have finished. They climb the large equipment, play football or just sit together talking on one of the hills that surround the play areas. Books and resources portray positive images of diversity, so that children learn about similarities and differences. Activities are linked to times of celebration and cultural events throughout the year. Children are provided with healthy snacks, and on two or three days a week they have hot meals, for example meatballs and pasta sauce or pizza. Fresh fruit or yogurt is offered daily, helping children to identify foods that are good for them. Children reluctantly try fruit and vegetables they have not tried before, with the encouragement of their friends.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
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	4
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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:

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 specified in the early years section of the report (Safeguarding and welfare) 08/06/2011

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 specified in the early years section of the report (Safeguarding and welfare) 08/06/2011