

Kids in Charge @ Gilbert Colvin

Inspection report for early years provision

Unique reference number

EY418435

Inspection date

26/04/2011

Inspector

Shaheen Belai

Setting address

Gilbert Colvin School, Strafford Avenue, ILFORD, Essex,
IG5 0TL

Telephone number

02085307075

Email

connie.barrett@kidsincharge.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Kids in Charge @ Gilbert Colvin registered in 2010. The setting is operated by a private company; Kids in Charge (Making a choice for a better future) Ltd. It operates from the premises of Gilbert Colvin Primary School in Barkingside, within the London borough of Redbridge. The children have the use of the dining hall, sports hall, ICT suite, library area, quiet room and two enclosed outdoor play areas. In addition, they have use of associated facilities. The setting provides before and after school care from 7.45am to 9.15pm and 3.15am to 6.30pm, term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children under eight years of years may attend the setting at any one time, of whom 24 may be in the early years age group. Children aged above eight years also attend. There are currently five children in the early years age group on roll, attending on a part-time basis. The setting offers care for children attending Gilbert Colvin Primary School. In addition, the setting provides a drop-off and collection service to children attending Mossford Green Primary School, within walking distance of the setting. The setting employs three members of staff, including the manager who works full-time and two other staff who work part-time. Of these, the manager holds a relevant early years qualifications and one other member of staff has commenced training towards gaining a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All members of staff have a well-developed knowledge of each child's needs and successfully promote their welfare and learning. Overall, children are safe, although at times the numbers of available staff do not provide adequate supervision and result in a breach of requirements. Children enjoy learning about the local area where they live and the wider world around them. Partnerships with parents, carers, the local school and other agencies are strong and important in meeting the needs of all children, including those with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager, staff, children and parents and carers identify priorities for future development, resulting in a provision that satisfactorily responds to all user needs.

What steps need to be taken to improve provision further?

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

- ensure the requirements for adult:child ratios are met as set out in Appendix 2 of the Statutory Framework

05/05/2011

for the Early Years Foundation Stage (Suitable people)

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

- explore opportunities for parents to have access and contribute to their child's observational and development assessment records
- review the organisation of the routine and staff deployment to ensure children are engaged in purposeful and age appropriate activity at all times, such as when moving from snack time to free play and activity time.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a knowledge and understanding of their roles and responsibilities regarding the safeguarding of the children in their care and children's welfare is given priority. However, on occasions only one member of staff is in sole care of the children at the setting. Although the setting is situated within a school site and other teaching staff may be on the premises, this still impacts on children's safety and is a breach of a specific legal requirement. There are 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 visitor's book in the school reception. Daily risk assessments and safety checks are conducted for the areas used and risk assessments undertaken for the journey to and from the other school attended by the children. Documentation to support the smooth running of the club is well maintained. A full range of policies and procedures are used for staff induction and are shared with parents, either electronically or in written form.

The inclusive nature of the setting ensures that it promotes equality of opportunity for all children. A range of quality resources are well deployed and made easily available to the children so that they can choose what they wish to play with. Appropriate staff deployment is effective in the main but when ratios are not met this impacts on the smooth organisation of the routine. For example, during the inspection of the latter part of the session, children were left to initiate their own play in the large hall with only large gym equipment on offer and resources did not reflect the mixed ages and abilities in attendance. However, the start of the session was well organised and ensured children had a variety of resources to engage in, these were carefully selected and set out to allow for choice, reflective of children's different ages and abilities. Effective measures are in place to help children learn to respect and value differences between people. Children participate in the celebration of festivals, access resources that reflect diversity and take part in fund raising events. Parents are kept informed about their child's daily participation and general progress at the setting through a two-way flow of verbal communication, newsletters and via the notice board. Parents are able to contribute their thoughts and suggestions by way of the parental questionnaires used. Children's detailed assessment profiles have as yet not been shared with parents, although management recognises the importance of parents being included in supporting their children's learning. Parents value the informative

approach of the staff and feel that their children are happy to attend. Effective links have been established with teachers at the school the children attend and relevant information is shared in order to provide support for individual learning and to promote consistency of care.

The manager and staff are reflective of their practice in the short time they have been registered, they are in the early stages of addressing self-evaluation through various methods. For example, they are commencing to address the Ofsted self-evaluation form and exploring feedback gained from parental questionnaires. They recognise that in the short time they have been operational they have both strengths and weaknesses. Staff meet regularly as a team, the manager attends weekly management meetings and the registered individual meets with school management. Staff training and development is supported, for example, safeguarding and supporting unqualified staff to work towards gaining a recognised childcare qualification. These practices contribute to developing a culture of reflective practice 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 settled in the friendly and inclusive environment, where they have access to a range of play activities and experiences. They are familiar with their surroundings and the routine, which gives them a sense of belonging as they settle into play quickly on arrival. For example, the outdoor play area is set out with creative resources, a cosy book area in a tent and a range of problem solving resources to engage in at the tables. Children have opportunities to participate in physical activities, such as, building with construction materials and participating in obstacle races. The children generally play well together with close friendships developing with specific children similar in age. Children also develop confidence, as they engage with older children. Children at the setting are supported to make a positive contribution. For example, they are involved in contributing to deciding the setting's rules on behaviour, assisting in clearing away and are actively engaged in displaying a record of their achievements on the displayed 'reward tree'. On the whole children's behaviour is positive and staff use a calm and professional manner when addressing any issues of unacceptable behaviour. This supports children to learn right from wrong.

Children in the Early Years Foundation Stage are supported to make appropriate progress in their learning and development. The key person system supports children's individual learning to be monitored effectively. Observational assessment is used to monitor children's progress, identify their next steps in learning and link in with the nursery and school curriculum. The children's profiles have not, as yet, been shared with parents due to the short time of operation of the setting. The profiles are informative 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. For example, they talk to one another and staff engage with them through the use of open ended questions. The books are

arranged to be inviting and allow children to explore these themselves or with their friends. Visual aids help to support independence. For instance, the use of picture labelling at snack time, encourages children to become independent in serving themselves or clearing away. Creative activities are a particular favourite of the children; they enjoy exploring coloured, wet and dry sand, changing the texture as they pretend to cook with it. They relate to previous cooking activities, such as making biscuits or Chinese food. Children have access to a range of building materials, puzzles, board games and daily opportunities to access computers. This contributes to them developing skills for the future. Children enjoy free drawing opportunities and implementing ideas to develop designs, which allow them to explore their imagination and implement their ideas. The current theme of exploring the changes in seasons and keeping a tally chart of the insects identified in the garden contribute to children becoming aware of the world around them. Children's independence is supported by staff and this is evident during snack time when children serve themselves, use tools to spread jams and savouries on their ciabatta bread and clear away their dishes.

Children receive support for developing a healthy lifestyle as they know the routine well for washing their hands before they eat to minimise the spread of germs. Snack times are very much a social occasion, when the children all sit and chat together. They enjoy the range of food on offer that is varied, balanced and healthy. For example, the menu includes a variety of fruit daily, chicken, fish, soups, meat alternative for vegetarians, milk shakes and jacket potatoes with fillings. Children ask for more helpings and this is supported by staff who encourage them to help themselves to additional portions. Staff support healthy eating, as they engage children in cooking activities and discussions during snack times. Children are learning to keep themselves safe as they are provided with reminders. For example, they learn why they must not go in to the garden without shoes on as there maybe sharp stones on the ground.

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	4
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (Welfare of the children being cared for) (also applies to the voluntary part of the Childcare Register) 05/05/2011

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 on the compulsory part of the Childcare Register. (Welfare of the children being cared for) . 05/05/2011