

Abacus After School Club

Inspection report for early years provision

Unique reference number	EY419399
Inspection date	04/05/2011
Inspector	Amanda Allen
Setting address	Towers Junior School, Windsor Road, HORNCHURCH, Essex, RM11 1PD
Telephone number	07921 360 888
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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

Abacus After School Club opened in 2011 and is operated by a private company. It operates from the premises of Towers Junior School in Hornchurch, within the London borough of Havering. The children have the use of the base room, hall area, art room, two library areas, IT suite, a classroom and associated facilities. The whole of the enclosed playground area is used for outdoor activities.

A maximum of 32 children under eight years may attend the after school club at any one time, and of these, 26 may be in the early years age range. There are currently three children on roll in this age range. The club also cares for children over eight years of age. The club is open each weekday from 3.30pm to 6pm, during term time only. The setting offers care for children attending Towers Junior and Infant School only.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted very well. Children are very happy and have settled because the staff create a safe and secure environment. Activities and experiences on offer are continually evaluated, working towards the best possible outcomes for children, although the self-evaluation process is still in its infancy. Staff demonstrate an excellent knowledge of each individual child, which supports their learning and development. The children's needs are being met through excellent partnerships with parents. Partnerships with outside agencies are a key strength of the provision that ensures children's needs are fully met.

What steps need to be taken to improve provision further?

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

- further develop the use of the self evaluation process and increase the input of staff and children in order to more accurately evaluate the strengths and weaknesses of the setting to drive further improvements
- revise systems for recording accidents to maintain confidentiality at all times

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure due to the vigilance of the staff and the daily risk assessments undertaken. The children have daily access to the school playground and fields, where staff closely supervise them to maintain their safety at all times. Staff have a good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise. Full fire drills are in place, recorded and regularly practised to make sure all children have a thorough understanding of what to do in an emergency. There are organised systems in place that make sure all of the required records and documentation are available at all times and are kept safe and secure. All developmental records are shared with the parents. All staff are qualified in first aid and, therefore, know what action to take should a child require treatment. Although systems in place for recording accidents do not maintain confidentiality, they do ensure that parents are kept up-to-date with any accidents, and they sign to acknowledge this when they collect their children. All relevant documentation is displayed for parents to see, for example an Ofsted information poster, the certificate of registration, public liability insurance, weekly plans and menus. This helps to keep parents up-to-date with what is happening daily at the setting. Staff are all aware of their roles and responsibilities and this enables them to work effectively towards improving outcomes for children. Extremely comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude, both to protecting children and helping them understand how to keep themselves safe. The management team consistently seek parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result, parents and carers fully understand the steps that the setting will take to protect their children. A self-evaluation process is in place but needs development as it is in its infancy, and there is scope to increase the input of staff and children into the process, in order to more accurately evaluate the strengths and weaknesses of the setting to drive further improvements.

The staff liaise closely with parents from the start through clear settling-in procedures, and by asking them to provide information about their children's interests, likes and dislikes. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken, and have unlimited access to their learning journey folders. Partnerships with both parents and other settings are very strong. All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encourage all children to have a voice and give them access to take part in all activities on offer, so that everyone is valued and included.

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

Children clearly enjoy their time at the after school club and have settled well. Children have free access to a wide range of stimulating and engaging resources that cover all areas of the Early Years Foundation Stage. Staff are well aware of individual children's needs and interests and this helps them to plan activities that hold their interest and stimulate their learning. Children make choices from a good selection of resources that are provided at their level, and independently access what is on offer. Children confidently request specific resources that they wish to play with. Activities engage children's interest and offer them important social recreation time after the school day.

Children respond well to the selection of activities provided, such as a variety of books, table tennis, table football, board games, dressing up, large cubed draughts game, computer games and arts and crafts. Staff are aware of children's likes and dislikes and provide activities to maintain their interests. There is a strong emphasis on creating an inclusive environment for all families. All children and parents are encouraged to contribute to the weekly activity planning, as staff ask them for their ideas and opinions of what they would like, and how activities can be developed. Parents are made to feel very welcome and are invited to meet with staff before using the out of school service, which provides them with a valuable opportunity for their wishes and preferences to be agreed.

Planned topics are fun and educational for all children. Children enjoy participating in creative activities which the staff make sure are exciting. For example, children enjoy making a selection of rainbow fish from a range of creative materials, which will be displayed as part of their under the sea theme for the current month. Staff ask a wide range of questions to extend children's learning and to encourage their problem solving skills, for example questions about mixing of colours, numbers, words, letters, the school day and other familiar events during everyday activities, such as meal times. The staff make good use of the information that is shared between them and the parents. They use a range of media to gather a clear picture of their individual needs. Staff use observations, photos and discussions with parents. Each child has a learning journey file that includes all about me profiles, journey progress books, observations and assessments. Observations are detailed and are used to inform the planning of the continuous provision for the children. The daily and weekly planning is flexible, responding to the children's needs and ideas. Children have a good mix of child-led and adult-initiated activities. Children have access to a good amount of resources that reflect diversity and equal opportunities.

Children have an excellent understanding of healthy eating as they are encouraged to discuss the healthy foods on offer to them throughout the sessions. Children benefit from a healthy range of snacks and meals during each session, which are adapted to meet all individual dietary needs. A rolling drinks bar is available throughout each session and the children help themselves should they feel thirsty. Children take themselves to the toilet and wash their own hands. All children are openly encouraged to wash their hands before they eat and after using the bathroom. Therefore, children are protected against cross-contamination and infection. Children have a very secure awareness of their own safety. Staff use daily discussion and gentle reminders to encourage children to keep each other

safe, and as a result children move around the setting with confidence and have a great awareness of any strangers in the building. Children's behaviour is very good and they have warm, effective relationships with staff and other children. This contributes to their feelings of safety as they play and learn in a caring, environment that values their individual needs.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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