

Nelmes Fun Zone

Inspection report for early years provision

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Inspector

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Setting address

Nelmes Primary School, Wingletye Lane, HORNCHURCH,
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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

Nelmes Fun Zone opened in 2008 and operates from Nelmes Primary School in Hornchurch in the London borough of Havering. The afterschool club serves the local community and is open each weekday between 3.15pm to 6pm term time only. There is a fully enclosed garden for outside play. The afterschool club is registered on the Early Years and compulsory parts of the Childcare Register and a maximum of 26 children may attend the afterschool club at any one time. There are currently 30 children from four to under eight years on roll, some in part-time places. There are nine members of staff, three of whom hold early years qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children who attend the afterschool club are offered a stimulating learning environment that compliments the learning they have at school, children develop well overall. Children are safeguarded as procedures are sound. Self-evaluation helps the afterschool club meets the needs of children, as their practice is improved because of it.

What steps need to be taken to improve provision further?

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

- enable all staff to have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- share the children's developmental records with practitioners from the other settings that children attend.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, most staff have a strong understanding of it and a relevant policy is in place. However not all staff are as strong in their understanding and knowledge. Managers are in the process of booking training for these staff, to update their knowledge and understanding. The afterschool club takes steps to identify possible dangers and hazards to children by completing daily risk assessments. This supports children's welfare and safety needs. All required documentation is in place for the safe and efficient management of the early years provision and to meet all children's needs.

Senior management consistently communicate high expectations to staff about securing improvement and embedding ambition. Staff are deployed well and know the needs of the children. Managers monitor staff development needs well and have identified future training, which helps them to improve children's learning experiences. Resources are good and able to support children in their learning. Children who attend afterschool are offered a range of play resources that help them to relax and enjoy learning. These include a range of computers, board games, outdoor play resources and creative activities.

Staff are aware of children's individual needs which help them to support children when they arrive afterschool. Children are offered equal play and learning experiences and their cultural backgrounds are respected. Good quality policies underpin quality practice which helps meet the needs of the children. Partnerships are well established and help meet the needs of the children. However children's developmental records are not shared to help support learning across the six areas of learning.

The afterschool club has a highly positive relationship with parents, which helps to meet the needs of the children. Parents' views are sought through questionnaires and changes have been made. For example a homework table has been set up after requests from parents. They are given regular newsletters and asked to join in special events, daily exchange of information is consistent.

Self-evaluation has improved practice and therefore meeting the needs of the children. For example new resources have been purchased and plans are in place for staff to undertake further training. The afterschool club now has a fully enclosed garden and are planning to plant flowers with the children.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage Guidance, this effectively promotes children's learning. The environment is conducive to learning and children are offered many good quality play resources. The afterschool club compliments what children learn at school during the day well with effective planning and range of activities afterschool.

Children enjoy physical activities in the school playground, they develop coordination as they climb trees safely, ride bikes and throw and catch balls. They enjoy dancing to music using the computer programs and freely use the space in the large hall where the club is based.

Children show creativity as they take part in role play activities, and make things during creative activities. They express their ideas and thoughts and enjoy the textures of the different resources they use to create art pictures. Children observe and are curious when they receive a visit from a small baby and her parents. They learn how babies grow and learn to take care of younger children. Children

problem solve as they take part in board games, they enjoy taking turns and learning new skills of the game.

Children are confident speakers, they communicate well with each other during play both inside and outside. They enjoy listening to stories told by staff and complete homework before going home. Children behave well and know the rules of the afterschool club, which helps them to feel secure and respect others.

Children are secure in the afterschool club, they learn about safety through discussions with staff. They learn to take care of the resources and know the dangers when outside in the garden. For example children learn to be mindful and careful when riding bikes or climbing trees in the school playground. They learn about stranger danger during group discussions and road safety, which are gentle reminders that help them to stay safe.

Children show a good awareness about what constitutes a healthy lifestyle, they learn about healthy eating. They are offered a nutritious and varied range of snacks when they arrive after school. They are independent and make choices about their snacks, they enjoy sitting together and eating, developing good relationships with each other. They adopt good personal hygiene routines and understand the importance of hygiene. They enjoy varied types of physical play in the school playground and inside the large hall. All of which helps to relax them after school and develop physical skills.

Children are secure and show respect for each other, they have positive relationships with each other and staff. They learn about differences by taking part in the school cultural week, when for example they learn about many different countries. They enjoy play with toys that promote diversity. Children develop skills for the future as they take control and skilfully use the computer and many programs that support learning. They enjoy role play and dressing up and play with small world toys that help them develop an understanding of the wider world.

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	3
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