

Chelmsford YMCA @ Kings Road Primary School

Inspection report for early years provision

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| Unique reference number | EY344037 |
| Inspection date | 27/05/2011 |
| Inspector | Fiona Robinson |
| Setting address | Kings Road Primary School, Kings Road, CHELMSFORD, CM1 2BB |
| Telephone number | 01245 354873 |
| Email | |
| 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

Chelmsford YMCA Out of School Clubs @ Kings Road is one of seven out of school clubs run by Chelmsford YMCA. It was registered in 2006 and operates mainly from the large hall at Kings Road Primary School in Chelmsford, Essex. It is situated in central Chelmsford. All children share access to a secure enclosed outdoor play area. The out of school club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 26 children aged from four to eight years may attend at any one time. Currently there are 25 children on roll. Children from eight years to 11 years may also attend. It is open each weekday from 7.30am to 9am and 3pm to 6pm, before and after school. The holiday club is open during every school holiday from 7.30am to 6pm. Children come from Kings Road Primary School, Melbourne Park Primary School, Lawford Mead Junior School and Lawford Mead Infant School during term time, and from the wider community during school holidays. Children attend for a variety of the sessions on offer.

There are 19 members of staff who work with the children. Of these, nine hold National Vocational Qualifications (NVQs) at level 3; six hold NVQs at level 2; and four are working towards NVQs at level 2. The out of school scheme receives support from the local authority and from other outside agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are included in a wide range of indoor and outdoor activities and achieve well. Good partnerships with parents and the host school ensure that information is shared effectively. Children respond well to the care and support they are given and play well together. The manager and staff have a good knowledge of the club's strengths and areas for improvement. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop children's problem solving and investigation skills in activities
- develop the use of information and communication technology resources and programmable toys to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare well because comprehensive policies, procedures and documentation are in place. They have a very good knowledge of safeguarding and child protection guidelines. Security within the club is good and children are supervised well indoors and outdoors to ensure their safety. Daily risk assessments are carried out and cover the whole learning environment to minimise danger. Staff and children are familiar with the fire evacuation procedures which are practised regularly. Toys are well-maintained and stored safely in cupboards in the main hall. There are robust procedures in place for staff recruitment and vetting, ensuring all staff are suitable for their roles.

The club is well-led and managed and there are good self-evaluation systems in place. The manager and staff value the views of parents, carers and children when identifying areas for development. They meet regularly to share planning and assessment ideas and regularly review their policies and procedures. Children are included equally in activities, such as team games and baking activities. They benefit from learning about festivals and customs in other countries, such as India, China and Poland. Staff make effective use of a good range of resources to meet most of the needs of the children. However, resources, such as the digital camera, the computer and the television are more limited, because they are shared with other clubs and are not available on a daily basis. Children are not able to practise these skills regularly to record and share their experiences with one another. Planning shows that opportunities for children to use their investigatory and problem solving skills in activities are not fully developed. Staff access training opportunities to enhance their qualifications and experience. They frequently monitor activities and realistic targets are set for the children.

Partnerships with parents and carers are good. They are kept well-informed of special events, topics and holiday activities through informal discussions, newsletters and the parents' notice board. Key staff keep parents informed of their children's achievement and progress. Parents are appreciative of the children's learning records, which contain photographs and samples of their work. They say their children enjoy coming to the club because staff are caring and supportive and the activities on offer are interesting. Partnerships with the host school are good. The club benefits from the use of the hall and outdoor environment. There are good links with staff and information is shared effectively with them. Staff ensure that children have a smooth transition to and from school. There are good partnerships with staff, parents and outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

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

Play is well-planned and resources are well-organised. Children achieve well because they are confident and well-motivated. Staff value their interests and ideas and include these in topics, such as spring and growth, countries around the world and people who help us. Key staff evaluate the achievements of the children and use the information to develop most of their skills. Children's behaviour is good because staff are very good role models with a consistent approach to managing behaviour. The children cooperate well when playing parachute games and share and take turns when playing together. They respect the rules and boundaries, which they helped to compile. Festivals, such as Diwali, the Chinese New Year and Easter develop their understanding of diversity and the wider world. Children discuss the meanings of the stories of 'The Good Samaritan' and 'Noah's Ark' and create bright, colourful displays of their work.

Children develop a good understanding of keeping healthy and safe. They are well-nourished as staff provide them with a balanced diet which includes healthy options before school and after school. They learn to use equipment safely as they prepare fruit kebabs, raspberry yoghurt and fruit smoothies for snack time. Their physical skills develop well as they play football, dodge ball and team games outdoors on the school field. During holidays they practise their climbing and balancing skills in the activity area as part of their army week theme. Children learn how to cross the road safely and benefit from talks about fire and sun safety, which helps them to learn about their own welfare.

Children enjoy an interesting range of activities and are encouraged to make independent choices from a developing range of resources. Their creative skills are developed well as they print colourful patterns and create collages. They use their imaginations well as they create a seaside scene using sand, water and shells. Children cut and stick materials skilfully as they make their own kites to fly and musical instruments to play. They cooperate well together as they role play in the doctor's surgery. There are opportunities to relax in the quiet area and read the interesting books on offer. Children enjoy practising dances and songs to perform for one another. They are keen to mix ingredients and make cakes as a group. They benefit from trips and visits during holidays and visit the Sea Life Centre and Dinosaur Exhibition. Overall, children are prepared well for life outside the school day and future learning experiences.

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

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| 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

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| 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

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| 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

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| 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