

Allsorts After School Club

Inspection report for early years provision

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Inspector

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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

Allsorts After School Club has been registered since April 1995.

The group is run by New Barnet Community Association; a voluntary organisation and registered charity. The group operates 46 weeks a year; an after school club from 3pm until 5.45pm and school holiday play scheme from 8am until 5.45pm. It is situated in a single storey building also used by various New Barnet Community Centre groups. The group has use of the large rear garden for outdoor play and the community centre minibus for outings. The Allsorts After School Club is registered for 40 children from four to eight years and also takes children over eight years up to the age of 11 years. Currently there is one child in the early years age range on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

It is a setting which offers care to children with a range of abilities, and provides additional staff to support the policy of integration for those children with special educational needs and/or disabilities. The play scheme works closely with the Inclusive Play Opportunity Project (IPOP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Allsorts after school and holiday play scheme provides a warm and welcoming child-centred provision. Overall, children make good progress in their learning and development as staff effectively plan for each child's individual learning styles and thus ensures competent systems are in place to offer them consistent challenges. The systems for planning and assessment are in place and are continually developing as they only have one child on the Early Years Register currently on roll. Staff promote children's welfare and learning through many robust policies and procedures and have a highly effective organisation of its resources and deployment of staff. Overall, the provision demonstrates a proactive approach to promoting improvements which is evidenced within their developing self-evaluation systems and within their committed approach to gauging the views of both children and parents.

What steps need to be taken to improve provision further?

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

- build upon existing systems for planning, to record assessments and observations
- improve the self-evaluation process to take into account and gain an accurate picture of the setting's overall strengths and weakness for future development.

The effectiveness of leadership and management of the early years provision

The after school club has in place a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. There are robust systems in place for recruiting and checking staff to ensure that they have the necessary skills and knowledge to work with children. The staff team demonstrate a competent knowledge of safeguarding procedures and what they would do if they had concerns about children in their care. Daily risk assessments are undertaken by all staff to ensure that the building is safe and secure, thus due emphasis is given to children's welfare. All records relating to children's health and safety are effectively maintained.

Self-evaluation systems are in place and demonstrate that the provision is confident in identifying clear targets to bring about continuous improvement within the setting. All staff contribute to improvements; however, changes are not formally recorded for all areas. All staff are involved in an appraisal system, this enables them to identify their individual strengths, weaknesses and training needs.

The after school club demonstrate high aspirations for promoting quality care and education for children. The strong focus on engaging with its users and partnerships, using detailed information and reviewing practice, helps to bring about positive outcomes for children. Children's ideas are valued as the provision set about ways to improve children's access to not only the outdoor play area but to other local facilities. This has now included the club further developing the outdoor area, so all children with different abilities can access equipment and play in a safe and suitable environment. The provision is dedicated to extending partnerships with the help of the parents. The key worker system is extremely effective in meeting the needs of all the different abilities of children who attend.

Inclusion is a very important focus in the provision. The provision caters for a lot of children with varying disabilities and there is a strong focus to ensure that the staff effectively promote equality and diversity within the setting. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy while at setting. The environment positively reflects the wider community as children access an extensive range of resources that help to promote a positive approach towards diversity and inclusion. Staff are extremely well deployed throughout the provision, and some children receive one-to-one support throughout the session. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the provision.

There are excellent partnerships with both parents and the outside nursery schools that children attend which contribute fully to their integrated care and education. Parents receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress. Discussions with parents confirm their high level of appreciation and respect for the provision. Parents' comments include, 'We are delighted with the setting, our child is very

happy and is always excited to come' and 'We receive good feedback from staff who are very approachable, the office door is always open'.

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

Staff demonstrate a confident knowledge and understanding of how young children learn and develop. They plan a broad range of exciting activities and experiences which are geared around the children's individual interests and abilities. They have systems for planning, observations, and on going assessments map their progression and highlight future learning opportunities, consequently, children are making good progress towards the early learning goals. However, as there is currently only one child in the early years range, written planning is not fully developed. Children benefit from regular free flow both indoors and outdoors as they have a large garden area, filled with different selection of resources that promote all areas of play. Staff skilfully utilise all these experiences to enhance children's learning. For example, children climb on large equipment and bounce on a very large trampoline as they gain an understanding of taking risks in a safe environment with support from the staff.

Children have many positive opportunities to develop their independence and self-care skills as they confidently move around their environment and access resources of their choice. Staff extend children's independence skills within all aspects of their daily routine. For example, all children are encouraged to serve their own food during snack times to further develop their sense of responsibility.

Children on the whole are extremely happy and busy within their environment. It is evident that they have established secure and trusting relationships with the staff team. Children enjoy cuddles and close contact when they feel upset and need reassurance. Children thoroughly enjoy music and singing where they are encouraged to express themselves through gestures and movement. Thus, there is a good focus on promoting communication. Children are developing many important language and literacy skills as they confidently articulate themselves when engaging in interactive stories. They have good opportunities to use a variety of mark-making resources within their play. For example, outdoors, children are face painting each other and have opportunities to paint on all areas of their body. Children have access to visual aids such as letters of the alphabet to support their early writing skills which is available within their designated mark-making area. Children develop good mathematical concepts reinforced through a varied range of activities and experiences which involve problem solving. They have access to information and communication technology resources and have many opportunities to use their imaginations as they engage within a wide range of creative pursuits.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy while in their care. Children's extremely good health is promoted through their healthy, wholesome and nutritious snacks and they are often engage in cooking activities to further their learning about where food comes from. Staff

follow excellent personal hygiene procedures which are promoted to children throughout the day.

Children have excellent opportunities to get fresh air and enjoy energetic play. They rise to the challenges of balancing and riding wheeled resources in the outside play area. Consequently, children are acquiring good physical skills. Children are learning how to stay safe as staff reinforce safe practices within the provision. For example, children are reminded of the need to take due care when using the trampoline and to take care when walking on roads when on visits. Children's knowledge and understanding of safety issues is further enhanced through ongoing topics.

Children display exemplary behaviour, and are polite and respectful of each other as they learn the importance of taking turns and care for each other. As a result, children learn effectively through play and develop many important learning and development skills which help to set secure foundations for their future learning.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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