

Byron Childcare Centre

Inspection report for early years provision

Unique reference number EY288547
Inspection date 21/06/2011
Inspector Gail Robertson

Setting address Byron Primary School, St. Davids, Coulsdon, Surrey, CR5
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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

Byron Childcare Centre (Play Plus) is an out of school centre run by Croydon Play plus. It was first registered in 1994 and re-registered in 2005 due to having charity status. The centre operates from a purpose built building within the grounds of Byron Primary School in Coulsdon, Surrey. The accommodation comprises of three playrooms, kitchen, cloakrooms and office facilities. The centre also has use of outdoor play space. It provides a service to a number of schools in the local area including special schools. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The centre may care for no more than 70 children under 8 years; of these, not more than 70 may be in the early years age group, and of these, none may be under 3 years at any one time . In addition to this, children aged between eight and 12 years old may attend. The club welcomes children with special educational needs and/or disabilities and children who speak English as an additional language. The centre is open from Monday to Friday between 3pm and 6pm during term time and from 8am until 6pm throughout the holiday periods. It operates all year round except for two weeks closure at Christmas. There are five members of staff who work with the children, including the manager. Two members of staff have relevant play work qualification to Level 3 NVQ, two hold Level 2 NVQ and one is unqualified. There are links with the host school and schools where children attend, also the adjoining preschool and after preschool club, the children's centre and the sister school in South Croydon.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Byron Centre provides good care. Adults give high priority to the children's safeguarding and welfare and consequently they feel safe and are happy. Provision is made for the development of children's learning through a wide range of activities but their independence is not always promoted. Partnerships with schools and parents and carers helps to ensure children's needs are met within an inclusive setting. The manager has correctly evaluated the provision showing there is good capacity for improvement.

What steps need to be taken to improve provision further?

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

- extend the existing self-evaluation process so that priorities can be reviewed regularly
- improve children's behaviour and support their independence and learning by giving them responsibility of signing themselves into and out of the club and

providing them with activities whilst they wait at the start of sessions.

The effectiveness of leadership and management of the early years provision

Policies and procedures for the safeguarding of children are robust. Procedures for the vetting of all adults are fully in place. The club has successfully addressed the minor issues identified at the last inspection. Regular training for staff ensures that there is good awareness of any potential risks to the children, for example, the handover of children at the end of the school day. Potential risks are assessed. The club transport has the right documentation and is fitted with correct seat belts. Fire drills are regular and the children know where they have to line up after an evacuation. Consequently, children know how to keep themselves safe.

The manager has made a good start on the self-evaluation process but it is not fully completed on paper fully identifying areas for improvement and prioritising them with a time scale for completion. In discussion with the manager she is clear on immediate priorities for making the club better. Parents and carers, and children are involved as their views and opinions are asked for through a suggestion box and discussion. Staff are consulted. Recommendations from the last report have been carried out and completed. The manager, deputy and staff meet regularly and work well as a cohesive team to support children's development and needs. There are productive meetings with the trustees of Play Plus who monitor the provision. The club receives support from the host school and has links with the six schools that children attend. Consequently, the club has good capacity to drive improvements.

Training and development is important to the staff. The manager is the special educational needs coordinator and wants to further her knowledge to support these children. All staff have been trained in first aid and medical procedures to assist children who have special medical conditions. Staff are fully aware of the values and principles of playwork. Daily planning of the activities includes many different types of play to support all children's development. Consequently, children's play promotes a diverse and inclusive club that supports the development of every child.

Staff are consistent in their management of behaviour and help children to understand the need for rules. However, the first children who arrive in the club have a long wait before everyone expected arrives and the main activities start. While some children sit and wait patiently, others get bored and their behaviour deteriorates. Children are not given responsibility and made to feel grown up by signing themselves in and starting the planned activities immediately.

Partnership with parents and carers is good. They are fully informed about their child's interests, as the staff record what children do. Staff encourage children to respect the accommodation and their work. Photographs of children at play are proudly displayed. Parents and carers appreciate all the hard work of the staff to ensure their children are happy until they can be collected. As one reported, 'I was

worried at first, but he loves it, sometimes I cannot get him home!' The holiday club is equally praised.

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

The daily activities are planned carefully to ensure that children's needs and interests are met. The early years children continue to make good progress, particularly in their personal, social and emotional development. They have a happy busy time here. Staff value children's ideas and listen carefully to their suggestions. The manager has a special relationship with the children and they seek out her company throughout the session to tell her their news concerns and successes. Children are used to putting their suggestions forward verbally and making themselves heard. They are comfortable in making their own choice of activity and find independently what they want to play with.

Children of all ages feel safe and secure. They reported that everyone was kind to each other. There are rules which they have helped to devise. They mainly behave well and treat each other with kindness, respect and courtesy. When they wait a long time to have the register taken, they get bored and become silly and noisy. Children share equipment fairly and had patience to wait their turn when playing games. They complete jigsaws together, and are glad when one spots a difficult piece to find. Everyone learns how important it is to be tolerant and fair especially when playing team games like football. The older members are really good role models for the younger ones. They are looked up to and their company sought by the younger children.

Children are hungry long before the tea is ready as they can smell the food cooking. They quickly go into the dining room when they are asked and sit expectantly at the snack table. They have to decide what they would like, such as pasta or jacket potato with cheese. 'Yummy' were the cries. Children collect their choice from the kitchen and collect their cutlery. They eat sensibly displaying good manners. They have water to drink but their independence is not promoted as the staff pour their drinks even for the oldest.

Children have a good understanding of keeping themselves healthy. They know that exercise is good for them. They love being outdoors and said that they liked the activity in the holiday club when they made go karts for racing and how they repaired the vehicles with power tools. Children reported that they had a good healthy breakfast and plenty of different healthy things for their tea in the holidays. They grew healthy vegetables in their garden and harvested them and cooked and ate them. They know about road safety and that they must always wear a seat belt when in a car or the bus. There is a relaxing area that children use when they are tired; it is small but cosy and children can retire into the sensory room. A group were observed quietly relaxing discussing their favourite television programme and their level on a computer game.

Children are happy and contented. Everyone is responsible for tidying up after themselves, to stick to the club rules and to support each other. Children readily cooperate with each other and enjoy each other's company. All these experiences help prepare children for the future and how they learn to contribute to a harmonious community.

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	3
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