

# Walkers After School Club

Inspection report for early years provision

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**Unique reference number**

EY236003

**Inspection date**

22/06/2011

**Inspector**

Siobhan O'Callaghan

**Setting address**

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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**

Walker After School Club was founded by parents of children of Walker Primary School. It is a non profit making after school provision primarily used by parents of children who attend Walker School, although it is open to the local community. The provision is managed by a voluntary committee made up of parents. The group has been registered since 2003 and operates from a community centre which is adjacent to the school. The school is located within Southgate in the London Borough of Enfield. The accommodation comprises of two large rooms one on the ground floor and one on the first floor, a kitchen and small outside play area. The provision also have access to the school playground and field. A maximum of 36 children aged three to eight years may attend the provision at any one time. The out of school club is open each weekday from 3:30pm until 6pm term time and during some of the school holidays depending on the availability of the premises and the demand for the provision. The group is also hoping to start a breakfast club facility in September 2011.

There are currently 13 children attending who are within the Early Years Foundation Stage. They attend the early years unit of the primary school during term-time. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five members of staff, including the manager working with the children, there are also cover staff that can be called upon at short notice as and when required. The majority of staff has relevant qualifications appropriate to their roles.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Walker After School Club provides a stimulating and inclusive environment for children where there is an excellent focus on meeting each child's individual needs. Their welfare is given the utmost priority as the provision has robust procedures in place to keep them fully safeguarded. Children are supported to make outstanding progress in their learning and development as the staff team plan an extensive range of activities and experiences that are geared around the children's interests and thus motivate them to learn. The provision has established purposeful partnerships with children's parents and where appropriate outside professionals, this supports an overall integrated approach towards meeting their individual care and development needs within the provision. The staff team is fully committed to promoting high quality care and learning experiences for children, this can be seen within their highly effective self-evaluation systems and their enthusiasm to attend training events which keeps their knowledge and skills up-to-date.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop links with the local school that children attend to further support those children who are within the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

The manager is an experienced early years practitioner who demonstrates high aspirations for this provision and promoting quality outcomes for children. She is committed to promoting equality and diversity which is evident within all aspects of care and learning opportunities provided to children. She values her staff team and the different attributes that they bring to the provision. She supports them to extend their skills and to discuss their professional development through consistent and purposeful staff appraisal. The impact is that staff are extremely happy and confident in their roles which impacts on the excellent care and attention they give to children. The manager in partnership with her team has developed a comprehensive range of high quality documentation to support the safe and efficient management of the Early Years Foundation Stage. Children's well-being is effectively promoted through robust recruitment, vetting and induction procedures that support the safeguarding of children. The staff team demonstrate an excellent knowledge and understanding of child protection procedures and their role in monitoring children's welfare. All staff are involved in keeping children safe, this is supported through comprehensive risk assessments which monitor all aspects of the environment and resources available to children. The setting actively involves and supports children in developing their own awareness regarding safety matters, for example they are aware of risk assessments that need to be considered when they engage in cookery activities.

The provision organises an accessible and inviting environment for children where they are able to make independent choices from an extensive range of activities and resources. The staff team are effectively deployed to support children's individual choices of play and to support their overall safety. There is an excellent focus on promoting an inclusive service for children and their families, the staff team work collaboratively with parents to ensure that all individual needs and interests are valued within the provision. Discussions with many parents demonstrate their high levels of satisfaction with the services they receive. Parent's comments include: 'I love this provision, it is a safe and kind environment, my children love to come here and often don't want to come home' and 'the staff are totally committed to the children, they have the ability to create a happy and fun environment where children thrive'. Parents demonstrate that they feel well-informed about their children's time spent within the provision, they also comment on the welcoming and approachable staff team who are always willing to spend time to talk with them. The provision has established secure links with the local school that the children attend although the manager acknowledges that even more could be done to develop these valuable partnerships. Overall, the enthusiastic commitment that is in place to extend all partnerships linked with the

children supports an integrated approach towards them receiving continuity of care within the provision. Although there are no children attending at present requiring additional support there are effective systems in place to work in partnership with outside agencies to support all children to reach their individual milestones.

The manager and her staff team demonstrate high aspirations for the continuous improvement of this provision. They are committed to keeping their knowledge and skills up-to-date through attending regular training opportunities and sharing good practice. Since their last inspection the provision has made excellent progress in reviewing all their policies and procedures and in developing informative and reflective self-evaluation systems which encompass the views of all staff, children and parents. Children's views and suggestions are valued and are at the heart of this outstanding provision as children excitedly inform me of their favourite activities and how staff have listened and acted upon their ideas which they have posted in the suggestion box. One example is the club purchasing a trampoline following a consultation with children on how money should be spent following a successful funding application. Overall, there is a strong commitment to providing high quality care and learning opportunities for children; it is evident within their self-evaluation of this provision that they are able to set clear priorities for future improvement.

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

Children are extremely happy and busy within this provision. The manager and her staff team are caring, affectionate and responsive to children's individual needs, building trusting relationships and encouraging all children to be confident and enjoy their time at the club. One excellent example is the children's self-registration system where they register their names on one of three charts where they can demonstrate how they are feeling today. For example, they have a choice of feeling happy, ok and sad. Staff monitor these registers and discuss with children their feelings when they are sad, this results in positive communication where children are encouraged to express their worries or concerns. Children are further supported by their own key person who acts as a point of contact for the children on arrival and they liaise with parents to ensure children's individual care and learning needs are met.

Staff plan a varied and imaginative range of experiences that meet the needs of all the children exceedingly well. Resources and space are effectively utilised to provide children with an extensive programme of activities. The manager has a robust understanding of the Early Years Foundation Stage learning and development requirements and uses this effectively to plan for and nurture children's growth and development in all areas of learning. Children's progress is actively monitored; regular observations are made of children at play by the manager and her staff team. This information is then used effectively by all parties to agree and plan for a diverse range of activities that derive from children's individual interests. For example, children's interest in setting up their own shop within the club was acted upon. Children applied for positions, had interviews and

were appointed based on their skills. Children are able to initiate impromptu cooking activities or alternatively bring in recipes from home to share with staff and their peers. This is an excellent opportunity for children to practice their problem solving skills as they measure and weigh the required ingredients. During the inspection children had a healthy attitude towards a cookery competition whereby they tasted their friend's cakes and decided which one tasted the best. Children enjoy creative pursuits as they enthusiastically participate within sewing activities and help themselves to resources to paint and draw. Younger children engage purposefully within role-play scenarios as they access dressing-up clothes and use materials to create cosy quiet areas to relax.

Children's communication, language and literacy skills are fostered throughout the provision. They have excellent opportunities to write with purpose as they help to create safety signs that are displayed within the provision. They also help to write the club's behaviour rules which they confidently articulate to new comers and visitors to the club. Children are excited and enthusiastic to talk about their club. In their own words they describe why they enjoy coming to this provision: 'I love team challenges and exciting opportunities to play quizzes such as who wants to be a millionaire' and 'I love to make clay models and help the younger children to make homemade playdough.' Many children comment on how they enjoy bonding with older and younger children which they would not have the opportunity to do during a normal school day. Parents also reiterate this sentiment which they feel is a strength of the provision. Children's knowledge and understanding of the wider world is promoted through purposeful opportunities to learn about each others differences. For example, children have explored the art of henna as staff within the setting are able to demonstrate how and why this is used within their home cultures, they also explore an extensive range of cultural events and different languages as these are valued and promoted within the provision. Children relish opportunities to be active and develop their physical skills as they practice gymnastic skills such as back-bends and cartwheels. Numerous physical challenges are also planned for children to explore in the school playground.

Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. For example, children engage within regular evacuation drills and are confident to articulate where the fire exits are and where they would congregate in an emergency. They are knowledgeable in what foods are good for their health as they inform me that they enjoy eating chopped vegetables, fruit and making their own wraps with healthy fillings such as tuna and cheese. Children practise exemplary personal hygiene procedures as they wash their hands before eating and before engaging within cooking activities. Overall, children are exceptionally well-behaved as the staff team are attentive, praise the children frequently and set a clear boundary regarding acceptable behaviour. Children delight in their time at the club showing a high degree of social ability and a genuine caring attitude towards others. Consequently, children are developing many excellent 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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