

Young Inspirations

Inspection report for early years provision

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Inspector	ISP Inspection
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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

Young Inspirations has been registered since 1996. It is an out of school club which operates from the church hall of Ilford Baptist Church in the London Borough of Redbridge and serves the local community. It is part of Healthy Living Projects Ltd, a charitable company formed by the church to manage and oversee its range of caring initiatives.

The out of school club is registered to provide care for a maximum of 40 children from three years to under eight years at any one time. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group is open five days a week. The breakfast club is open each weekday from 7.30am to 9am. The after school club is open each weekday from 3.30pm to 6pm, during school term times. The playscheme is open in school holidays from 8.30am to 6pm. The club is on ground floor level.

The club currently has no children with special educational needs and/or disabilities and no children who speak English as an additional language in the early years age group. There are currently 44 children aged from four years to under eight years on roll; of these, four children are in the early years age range. There are eight members of staff, including the manager, working with the children, and all of them have appropriate childcare qualifications. The manager of the club has a level 4 qualification. There is a cook and there are two drivers. The club uses a mini bus to collect children from local schools. The setting receives support from the local authority development worker. There is also a volunteer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled in an inclusive setting where they are respected and valued as individuals. They are healthy and have developed secure relationships with the staff and their peers. Children benefit from an effective range of measures to ensure their safety. An understanding of their individual needs contributes to the good progress children are making in their learning and development. Detailed policies and procedures contribute to the smooth running of the club. Procedures are in place to overcome potential barriers, and the group is working well in partnership with parents and others. Management has a dedication to driving improvement which ensures continuous development and good outcomes for children.

What steps need to be taken to improve provision further?

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

- make greater use of everyday opportunities to promote children's independence with particular attention to snack times.

The effectiveness of leadership and management of the early years provision

Children play in an inviting, safe and secure environment. The environment is made bright and welcoming through the use of interesting posters and displays of children's work. Effective procedures are in place to ensure children are kept safe and secure, such as the recording of visitors and the use of an intercom system. Staff have a good understanding of safeguarding matters and know how to implement these to ensure children's well being is given priority. All the required checks are completed on staff to ensure the suitability of those working with the children. Effective risk assessments, which are signed and dated by the person carrying them out, ensure that potential hazards are kept to a minimum. They are carried out on a regular basis and refer to the premises, outings and school collections. Written policies and procedures on safeguarding children are in place and these include what to do in the case of an allegation being made against a member of staff. Children are also kept safe because staff are aware of their role in recording and reporting concerns. Details of children are kept secure and confidential. Engagement with parents helps to promote safety. All necessary written parental permissions are in place. Records of incidents are recorded, shared with parents and kept confidential. Details of authorised people to collect children are recorded and a password system is set up for carers.

The setting provides a service that is inclusive for all children and their families, and promotes equality and engagement with parents. A wide range of activities allows children to choose and extend their interests. Resources including those used in role play, puzzles and books reflect a range of cultures and backgrounds, and this supports children's positive experience of equality and diversity. Children value themselves and their peers. Diversity is reflected throughout, and children's individuality is appreciated and celebrated. Parents receive good information about the setting through newsletters and their views are also sought through the use of questionnaires. Parents are kept up-to-date with their child's progress through discussions, newsletters, and parents' notice boards. These display information about the setting, such as the certificate of registration, staff photographs and their qualifications, and the names of the first aiders. Children attend from several schools and there are established working partnerships in place. Staff liaise and share relevant information with the schools children attend, to promote the successful delivery of the Early Years Foundation Stage.

The staff and committee are involved in the self-evaluation process and a detailed action plan has been devised to ensure improvement. Recommendations from the last inspection have been addressed. This demonstrates a clear commitment to driving improvement. Regular staff meetings, staff appraisals and regular discussions between the staff ensure they work well together as a team and strive

to provide good quality childcare and a safe, caring environment where children can have fun and learn.

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

Staff have created a warm and welcoming environment and have effectively organised the play area to provide a good range of toys and activities according to children's ages and stages of development. Children spend their time engaged in activities and staff support children as they play. Children's creative skills are developing as they have regular opportunities to express themselves freely. They draw, paint and use collage materials to make things, such as hats. Children develop physical skills by constructing buildings with wooden bricks and engaging in craft activities. Children's communication and language skills are also developing. During activities there are lots of conversations. Staff ask open ended questions and enquire about children's interests and about their school day. This enables children to feel included and supports their self-esteem. Children learn about technology and how things work in the world around them as they access simple programmable toys. They play happily at the games console, where they enthusiastically engage in competitive games and cooperate well and clearly have lots of fun.

Staff know the children well as they observe and assess them as they play, which helps them to ensure children remain interested in what they do. Children benefit from the staff's caring and friendly manner and their growing awareness of the Early Years Foundation Stage Framework. Staff enjoy their roles and responsibilities and spend time interacting and supporting children; consequently, children clearly enjoy attending the group. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed which records children's individual needs, and as a result, children are cared for according to their parents' wishes.

Children have a good awareness of personal hygiene. They understand the importance of hand washing before meals and after using the toilet. Children wash their hands first, then come to the table and choose what they would like to eat. Children's independence is promoted by the group, for example children are able to make choices about their play and about what they want to eat. However, potential exists to make greater use of everyday opportunities to promote independence, for example staff tend to hand out the cups and pour children's drinks for them. Children have good opportunities to enjoy fresh air and exercise to the outside area. A covered area has been added and, consequently, children are able to play outside in difficult weather. Staff use resources outside to help children benefit from outside play. Children enjoy playing outside and have water play, bikes, sand, slides, and balls. Consequently, they benefit from exercise and

fresh air and are able to develop their physical skills.

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	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