

Giggles Childcare Services

Inspection report for early years provision

Unique reference number	EY424766
Inspection date	04/07/2011
Inspector	Angela Ramsey
Setting address	Athelney Primary School, Athelney Street, LONDON, SE6 3LD
Telephone number	07949662268
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

Giggles Childcare Services runs an Out of School Club which registered in February 2011. It operates from Athenley Primary School in Catford, in the London Borough of Lewisham. Care is provided for children who attend a number of local primary schools. Children have the use of several designated school rooms, the swimming pool, an outside playground and the toilets. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 30 children from four years to under eight years; of these, no more than 10 may be in the early years age group at any one time. There are currently 35 children on roll. Children over the age of eight years may also attend the club, which operates from 3.30pm to 6.30pm each weekday during term time; and from 8am to 6.30pm on weekdays during school holidays. The club employs four members of staff including the manager, who each hold appropriate qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and enjoy their time at the club, as staff provide them with activities that generally meet their needs. Staff have a sound understanding of protecting children and have appropriate documentation in place to protect most aspects of children's welfare. Children are able to participate in activities both outdoors in the school playground, and within the designated school rooms. Partnerships with parents are developing through daily communication, newsletters and invitations to become involved in the club. Staff are starting to observe children at play; however, they have yet to make effective use of these observations to plan and assess children's future learning. The staff team are in the process of assessing their service with a view to highlighting areas for improvement; however, this ongoing self-evaluation process is not yet fully effective.

What steps need to be taken to improve provision further?

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

- implement an effective system to monitor and evaluate the provision that will successfully identify and address areas for future development
- make effective use of observations of children's play to identify their interests and use the information to plan relevant and challenging learning experiences
- keep a record of the insurance details of any vehicles used to transport children.

The effectiveness of leadership and management of the early years provision

Staff are suitably deployed, which helps to ensure that children's safety is sufficiently monitored. They have a sound understanding of safeguarding procedures and of their responsibility to record and report concerns. All the required background checks are completed on staff to verify their suitability to work with the children. Staff conduct risk assessments and take actions to manage and eliminate risks. Children take part in regular fire drills to increase their awareness of fire safety. Staff transport children in a minibus; however, important documentation, such as insurance for the vehicle, is not always on hand.

Overall, the staff provide a satisfactory range of resources to meet the children's needs. The setting promotes equality, diversity and inclusive practice through providing resources which reflect different religions and cultures. Celebration of events such as Chinese New Year and Black History month enable children to learn about contrasting cultures and people's differences.

A noticeboard is used to display useful parental information and those of other services. Daily discussions keep parents up to date with the children's time spent at the club. Parents receive newsletters and can access the club's policies and procedures, including information to enable them to make a complaint to Ofsted, should they wish. Parents are also invited to attend trips, sports days and social events, helping them feel included in club activities and enabling positive relationships with staff and children.

The manager liaises and shares relevant information with the school to ensure children receive successful delivery of the Early Years Foundation Stage framework. The staff team are keen to develop the club and are in the process of devising an effective system to evaluate their service, with a view to highlighting areas for future improvements to enhance outcomes for children.

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

Children arrive eager and ready to participate in the activities staff provide. They make choices from an assortment of games, play pool or draw with chalks and felt tip pens. As the children participate, there are lots of conversations between them, showing they are developing positive relationships with their peers. Staff ask open-ended questions about the children's school day and children's interests. This enables children to feel included and supports their self-esteem. Taking part in games such as matching lotto requires the children to take turns and problem solve. Children take part in cooking activities where they read and follow the instructions on the packet mix and roll the dough to make scones. Children's knowledge and understanding of the world is enhanced as they have opportunities to explore the outdoor area using magnifying glasses to look for insects such as

grasshoppers and spiders. Staff are beginning to observe children as they participate in activities; however, staff do not currently make effective use of these observations to identify children's interests or to plan relevant and challenging learning experiences.

Children enjoy opportunities to be active and develop their physical skills. They have access to the school playground where they can play team games, such as football and tennis. Staff promote children's good health further by preparing and providing healthy snacks, taking into consideration children's individual dietary needs.

Staff offer an inclusive and welcoming service in which children receive support and all activities are available to everyone. Children work well together, developing their future skills and learning appropriate behaviour. Together, they extend their understanding of cooperation, showing respect and consideration for others. For example, after snack time, children help to clear the tables and put their chairs away. This helps children learn about hygiene routines and also raises their awareness of how to keep their environment safe for everyone's benefit. Children express positive views about the club and say they enjoy coming to take part in activities with their friends.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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