

Granary Kids Before & After School Club & Holiday Club

Inspection report for early years provision

Unique reference number	EY378011
Inspection date	09/05/2011
Inspector	Kim Mundy
Setting address	Oak Farm Junior & Infant School, Windsor Avenue, UXBRIDGE, Middlesex, UB10 9PD
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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

The Granary Kids Club was registered in 2008 and it is one of several provisions owned by the provider. The club is located within the grounds of Oak Farm Infant and Junior School in the London borough of Hillingdon. Children have use of the school hall, Squirrel hut, and the surrounding playgrounds for outdoor play. Access to the premises is via the main school reception area. The club operates from 3.15pm to 5.45pm and the holiday play scheme operates from 8am to 5.45pm. The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is registered for a maximum of 40 children aged from three years to eight years; currently there are six children on roll within the early years age range. The club employs four staff, three of whom hold a suitable qualification and one member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are enjoying their time at this club. The new staff team are working well together to provide a safe and caring environment for the children. Overall, the required paperwork is in place to promote children's safety and welfare, although a lapse concerning written parental consent to seek emergency medical advice or treatment has resulted in a breach of requirements. The provision of sufficient toys and activities, planning and assessment systems are underway. There are satisfactory systems in place to share information with parents and others for those children within the early years age group. Through the self-evaluation process the manager is able to identify areas for improvement, such as further developing partnerships with parents.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 23/05/2011

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

- strengthen systems for planning and assessing children's achievements, interests and learning styles and use this information to identify and plan the next steps in children's learning and development
- provide a wider range of toys and resources including those which promote children's understanding of diversity
- maintain a regular two-way flow of information with parents, for example, by sharing the details of their child's key person.

The effectiveness of leadership and management of the early years provision

Children are enjoying one another's company as they relax with their friends after school. Safeguarding procedures are in place and are in line with the Local Safeguarding Children Board; staff are aware of signs and symptoms of abuse, and are able to respond appropriately if they have any concerns. In addition, appropriate recruitment procedures are in place, which includes Criminal Records Bureau checks for all staff to ensure their suitability to work with children. All visitors to the club are required to sign in and out using the visitors' book; this ensures that an accurate record of anyone coming into contact with the children is maintained. The risk assessment process helps to ensure that potential risks to children are identified and minimised to promote their safety. Written policies and procedures are in place and are available for parents. Overall, the required paperwork is accurate and new contracts have been updated to include written consent for seeking medical emergency treatment. However, this has not been obtained for children already attending the club under the old contract. This is a breach of a specific welfare requirement and, as a result, children's welfare is not fully promoted. The club has access to two play halls and the school playgrounds; space is used effectively both in and outdoors.

The club offers an inclusive, welcoming environment and this in turn enables the children to grow in confidence and self-esteem. Information is obtained from parents to meet the individual needs of children attending. Children are able to help themselves to suitable activities, which are set up for them when they arrive. Children are learning about multicultural Britain as they celebrate some festivals, although there are too few toys and resources to promote their understanding of diversity. Staff develop their skills to respond to the various needs of children, for instance, they have attended 'EpiPen' administration training.

In the main, self-evaluation is undertaken by the senior management of the organisation. Children's views are valued and contribute to the club's self-evaluation process. The manager and staff have made continuous progress, which is demonstrated through their positive response to the outcomes of the last inspection to promote children's learning and welfare. Staff are aware of the strengths and areas for improvement within the setting and the wider organisation supports staff in attending further training to promote children's welfare, such as first aid and food and hygiene training.

This new staff team is beginning to work effectively together to benefit the children. Parents are positive about the changes that have taken place; they comment on the improved organisation of this club. Parents are warmly welcomed and newsletters, discussions and a notice board keep them informed about the club's activities. Each child is now allocated a key person who is responsible for overseeing their care, welfare and learning. However, parents are not aware of who their child's key person is. The club is establishing effective relationships with the school in order to provide continuity of care, especially for children with special educational needs and/or disabilities.

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

Younger children are collected by staff from their classrooms. Children are greeted by other staff upon arrival at the club; they play well on their own and together as they organise themselves in small groups during activities. Staff are suitably deployed, kindly interacting with the children and overseeing their safety. The deputy manager has a sound knowledge and understanding of the Early Years Foundation Stage and she is responsible for coordinating the new planning and assessment process for children in the early years age range. All staff are involved in the planning of activities for children's individual learning priorities and they are keen to develop this further.

Activities are designed to appeal equally to both boys and girls as different interests and their views are taken in to account when planning. Consequently, children have a sound sense of belonging to the club. Staff provide an appropriate range of art and craft activities, such as making masks, painting and sticking. Children enjoy making their own books and practise their writing skills as they draw with pencils, crayons and chalks. They participate in weekly cooking activities when they make pizzas and cakes. Although children have some opportunities to develop their imagination, staff are keen to build on further resources especially for younger children, such as tea sets and dressing up clothes.

Children play cooperatively together and negotiate what they are going to make as they build with bricks and play with cars. There is a wide range of board games which help children to develop their understanding of colour, shape and numbers. In addition, they develop their social skills as they learn to take turns. Children are increasing their physical skills as they play football, climb, balance and swing on various outdoor apparatus. They have time to relax on the rug and cushion as they watch films and look at books.

The after school club promotes children's understanding of the importance of healthy living; they benefit from fresh air and physical exercise as they participate in various games. Children follow suitable hygiene procedures, such as washing their hands before eating. They enjoy sociable meal times and are provided with snacks that are healthy, nutritious and support their individual dietary needs. Fresh drinking water is available on the premises; children help themselves to fresh

drinking water when they are thirsty. Children are learning to keep themselves safe as they practise the fire drill and handle tools, such as scissors safely. There is a buzzer entry system in place for children's safety and security, and children are never released into the care of an adult unknown to staff. Children are well behaved at the club and they decide on the, 'Golden Rules' for acceptable behaviour towards one another. Children state that they enjoy coming to the club and spending time 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