

Redbridge Jewish Youth & Community Care After School Club

Inspection report for early years provision

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Inspector

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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

Redbridge Jewish Youth & Community Care After School Club operates from Sinclair House which is a multi-use community centre. It is situated in Ilford, in the London Borough of Redbridge. All children share access to a secure enclosed outdoor play area. The group provides activities for children and young people aged from four to 18 years and operates a holiday playscheme for children aged from four to eight years. The playscheme operates during summer holidays, as well as during the October, February and May half terms, from 10am to 4.30pm from Mondays to Thursdays. The Breakfast Club operates from 8.30am to 10am and The Tea-Time Club from 4.30pm to 6pm. On Fridays the playscheme finishes at 3pm. A maximum of 70 children under eight years may attend at any one time, of whom not more than 25 may be in the early years age group. There are currently 205 children on roll, of whom 23 are in the early years age range. The group supports children with special educational needs and/or disabilities. The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are six members of staff, all whom hold appropriate early years qualifications at level 3 and 4. The manager has a National Vocational Qualification at level 6. There are also care staff, specialist activity staff and volunteers. The group receives support from the Early Years Pedagogy Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Management and staff are committed to providing very high quality childcare and, overall, children are progressing very well in their learning and development. The learning environment is fully inclusive and children are safeguarded well by vigilant and motivated staff. Highly effective and inclusive processes are in place to monitor and evaluate the provision and recommendations from the last inspection have been successfully addressed. This reflects a very strong commitment to drive continuous improvement and provide very good quality childcare.

What steps need to be taken to improve provision further?

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

- supporting children's growing independence further, with particular regard to snack and mealtimes.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among staff. They all receive regular training on safeguarding and, as a consequence, children are safeguarded extremely well. Staff have an excellent understanding about the procedures to follow in the event of concerns about children and keep clear records of children's existing injuries. The security of the premises is excellent. Staff check the identity of visitors carefully and use a visitors book to record their hours of attendance. There are extensive recruitment and vetting procedures in place which ensures all adults are suitable to work with the children. Risk assessments are comprehensive and cover all aspects of the environment, including any outings that may be taken, which allows potential dangers to be minimised.

Resources are used highly effectively to help children learn and develop. They are easily accessible, of good quality and the highly effective deployment of staff contributes to children achieving and enjoying their play. The warm, friendly, caring environment ensures children have an excellent sense of belonging and thrive in the setting. The key person system works exceptionally well and staff have an excellent knowledge of children's backgrounds and needs. Staff facilitate child-led play well but always remain on hand to offer advice, join in with the play activity and to deepen children's understanding of what they are doing. This enhances children's interest and enjoyment in play as well as allowing them to learn and make progress.

Staff actively promote equality and are highly effective in ensuring all children are well-integrated in the scheme. They take positive steps to close identified gaps in children's achievements. As a result, the outcomes for children and their experiences are positive. Staff demonstrate an excellent understanding of how to care for children with special educational needs and/or disabilities and who speak English as an additional language. Specific support and specialist care from the local authority is welcomed to ensure inclusion. The provision is highly inclusive as all children are treated as individuals who are able to build on what they can already do. Equality and diversity are promoted fully with resources and celebrations of different festivals and special events. Children learn to respect and value their own cultures, as well of those of others. There are posters reflecting different languages. Children access a range of interesting play opportunities which give them an age-appropriate understanding of their diverse world and community.

Highly effective engagement with parents contributes to the excellent outcomes for children. Parents are very complimentary about the service and the way in which it enhances their children's learning and personal development. They are provided with extremely clear and informative information about the playscheme and are able to access additional information through the website or by talking to staff. Notice boards, displays, newsletters and individual learning records keep them informed of their child's achievements and experiences. Parents' views are regularly sought and acted upon. For example, systems for sharing information

with parents more effectively were implemented following feedback from parents. Staff work very closely with local schools and other early years settings to ensure a shared approach to children's learning, development and welfare.

A highly effective self-evaluation process uses rigorous monitoring to assess what the scheme does well and what needs to be improved. Actions are well-targeted to bring about improvement. All recommendations from the last inspection have been addressed. All staff have contributed to the process and work hard together to provide high quality childcare. Staff and management are highly motivated and have drive and ambition to secure improvement.

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

Management and staff have an excellent understanding of the Early Years Foundation Stage and of how young children learn through play and first-hand experience. Consequently, children make very good progress as they access a wide range of stimulating learning and play opportunities. The manager and staff have an excellent understanding of children's starting points and use sensitive observations to gain an accurate understanding of the progress that they make. They use portfolios of achievement to collate and fully understand each child's learning journey. This highly effective use of assessment information allows children's ongoing learning to be fully supported as they progress towards the early goals. It also helps to ensure that they have interesting opportunities to play that offer new challenges and the chance to use existing skills.

Children are eager to attend and have very good levels of achievement in all areas of their learning and development. They thoroughly enjoy their time at the setting and display a strong sense of belonging. They are developing very good communication and numeracy skills and excellent personal and social skills through various activities including arts and crafts, music, drama, sports and games. Children work together and alone extremely well, using their imagination and initiative. Children's imagination and creativity is stimulated as they learn about space travel and the future. For example, they put on astronaut helmets and play at making model moon rocks.

Behaviour is managed very well. Children have strong relationships with the staff and each other. They show care and concern for others and older children help the younger children as they play. Children are confident and have a very good awareness of personal safety. They are taught to keep themselves safe and how to assess risks as they play. An emergency exit procedure is displayed and practised, ensuring all children are aware of what to do should an emergency arise. They are able to manage their own behaviour as they arrange their own play experiences. They readily share, take turns and involve each other in their play.

Children develop excellent skills for the future. For example, they develop an understanding of information and communication technology as they use the computer. Activities using technology, such as the computer and a projector, also

help to develop other areas of learning. For example, children learn about road safety while doing an emergency services quiz and develop language skills while doing a word search. Children's health is promoted well as they learn to wash their hands before eating. Although staff tend to hand out the plates and cups and pour children's drinks for them, children's independence is encouraged as children help to prepare fruit and choose what they want to eat. Children's health is also promoted as they have superb opportunities to enjoy fresh air and exercise through free-flow access to the outside area. They are provided with appropriate clothing so they can play outside if it is raining. Sports and games allow children to develop team work and physical skills. Children thoroughly enjoy playing outside and have bikes, sand, slides, hockey sticks and footballs to develop physical skills in a range of activities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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