

# Treehouse Afterschool Club

Inspection report for early years provision

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**Unique reference number**

EY414641

**Inspection date**

11/05/2011

**Inspector**

Sharon Henry

**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).

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

Tree House Afterschool Club opened in 2010. It is run by a private company, Tree House Nursery School Limited. The club operates from Grove Hall which is situated within the London borough of Redbridge. Children have use of the outdoor play area.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 100 children under eight years at any one time, of these none may be aged under four years old.

The Breakfast Club operates from 7.45 am to 9.00am, the After School Club operates from 3.00 pm to 6.30pm, Monday to Friday during the school term. The Holiday Playscheme operates from 7.45 am to 6.45pm Monday to Friday during school holidays.

There are currently 21 children on roll in the early years age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the afterschool club as staff provide a caring environment where children can feel happy and secure. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted and children are very much valued and respected as individuals.

The setting works closely with parents and the partnership with other groups the children attend is evolving. The setting has a good capacity for improvement, as the manager, staff and committee are continually planning for improvement and monitoring the quality of the provision that is offered to each child.

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

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

- further develop partnerships with other providers involved in children's care to ensure practice is consistent
- develop further the current system of planning of assessments to ensure that next steps for individual children's learning are clearly linked to the relevant observation.

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

The committed staff team work very well with the manager to provide a fun and safe place for children. All staff are aware of safeguarding issues and are trained to be aware of the procedures to follow if they have any concerns regarding the welfare of a child within their care. The staff are made aware of policies and procedures regarding all aspects of safety at the setting as part of their induction and this is reinforced at team meetings. Good recruitment and employment procedures further ensure all staff are appropriate people to care for children, however, currently limited detail is kept of staff member's previous employment.

Risk assessments are robust and minimise potential risks to children both inside and outdoors. Effective safety procedures, such as children wearing reflective jackets whilst being transported to the setting and when going to the park, as well as appropriate staffing ratios, further promotes children's safety and wellbeing.

Policies and procedures are reviewed regularly and this is to be continued in order that regulations are met. Staff are deployed well to meet the needs of the children and they work well together as an effective team. The accommodation is organised effectively to support children's overall development and welfare.

Children are provided with safe and suitable toys and play materials to promote their interests and enjoyment. Children are able to move freely and safely between activities which are set out to promote self-selection. The organisation of space ensures that children are able to fully participate in activities at their own level of understanding and development

Staff recognise the importance of having strong relationships with parents to secure children's good progress. For example, a key person is implemented as children start at the club which helps with the settling in process. Parents receive information through newsletters, email and via the notice board which displays menus and details about activities. Parents are invited to give their views through questionnaires and membership of the parents' forum. Parents report they are very happy with the care their children receive.

Inclusive practice is promoted by gathering important information from parents regarding children's individual backgrounds and needs in order to support their overall learning and development in a setting where they feel valued as individuals.

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

Staff have a good knowledge of the Early Years Foundation Stage and are committed to ensuring that children continue to learn through high quality play

opportunities. As a result, children are making good progress towards the early learning goals. Staff make regular observations of children's progress in order to track their development. Children's 'next steps' in learning are identified; however, notes of these are not always filed together with relevant observations, which means that it is not always clear how they are followed through. Each child's key worker is responsible for keeping their "learning journey" files up to date and sharing these details with parents upon request.

Children benefit from the positive interaction they receive from staff, who spend time sitting with them at their level and showing an interest in what they are saying and doing. Consequently children are confident in the environment and respond well to staff. Children enjoy being creative as they make full use of the creative room. They have access to a range of creative resources, such as paints, clay, string, and papier mache where they create collage faces. There are opportunities for children to use technological resources; for example, they confidently use controllers to navigate, follow instructions and complete tasks on the available games consoles?. Mark-making materials are readily available, enabling children to express themselves and practise their pre-writing skills. Children regularly explore and investigate; for example, they explore the life cycle of a caterpillar and observe the changing process from an egg into a butterfly.

The setting is developing links with the local community as they take part in local charitable events. Children's personal and social development is well supported within the setting. Children are friendly and have developed strong friendships with each other. They arrive with enthusiasm and quickly settle at their chosen activity. They excitedly share stories of their day and play well with each other.

Children learn about keeping themselves safe; regular emergency evacuation is completed to ensure children are confident of what they are to do in an emergency.

Children enjoy eating together and enjoy the social interaction with staff and each other. Good hygiene procedures are in place and the children are offered a wide variety of healthy and nutritious options both in the breakfast club and the after-school club to promote their growth and development. As a result, they are learning to make healthy choices and gaining an awareness of healthy eating. Children's independence is supported as they enjoy being the chef and helping to serve snacks to others.

There are opportunities for the children to express their views through a group of children being on the councillors committee, resulting in children feeling valued and having a sense of ownership of the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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