

Children`s House After School Club

Inspection report for early years provision

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Inspection date	23/09/2011
Inspector	David Thomas Hatchett
Setting address	Pitshanger Lane, Ealing, London, W5 1RP
Telephone number	07976273896
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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

Children's House After School Club opened in 2000 and is located in North Ealing Primary School, which is set in a residential area in the west London borough of Ealing. It operates from the ground floor of the 'school house' which has been remodelled and refurbished for use by the school and after school club. The setting also has use of the school playground and school hall. The setting serves children attending the school. There are currently 52 children from four to eight years on roll, of whom 38 attend regularly. Eighteen children of early years age are currently on roll. The setting has experience of supporting children who have special educational needs and/or disabilities and those who are learning English as an additional language. Children attend for a variety of sessions. The group operates Monday to Friday during term time only. Sessions are from 3.15pm until 5.45pm. Two full-time staff are supported by six part-time staff who work directly with children. Half of the staff have early years qualifications to NVQ level 2 or higher. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This satisfactory setting provides an acceptable standard of care and education for children. Strengths include the staff's knowledge of the children's needs, relationships between children and adults, and provision to ensure that children develop healthy lifestyles. Although satisfactory overall, the setting is not currently meeting regulatory requirements regarding the carrying out and recording of regular risk assessments. The planning of activities also lacks sufficient detail to link future learning to children's interests, and self-evaluation lacks rigour. Nevertheless, sound leadership and management have ensured that the areas for improvement from the last inspection have been adequately addressed, demonstrating the setting's satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct risk assessments that identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)???? 31/12/2011

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

- develop systems of evaluation to identify the club's strengths and priorities for development that will improve the quality of provision for all children
- develop the planning of activities further, to build on children's interests and support their learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is satisfactory overall, and as a result, children say they feel safe. Appropriate procedures and policies are in place and reviewed on a regular basis. However, procedures for managing and recording the assessment of risks lack rigour. Some aspects of safeguarding are not rigorous enough, for example the setting is not yet carrying out formal risk assessments on the premises and for its equipment.

Equality and diversity are promoted satisfactorily. Since the last inspection, a range of resources have been purchased which help promote diversity, for example posters of children and families in developed countries around the world. The setting manager has also purchased a range of toys and resources which reflect lifestyles and backgrounds different to the children's own. However, not enough is done to positively integrate these resources into everyday activities.

Resources in the setting are deployed satisfactorily overall. Children use an appropriate range of practical resources, which generally support their learning and development. For example, children eagerly participate in a range of ball skill activities outside with the specialist fitness playleader. This helps them develop a good understanding of healthy lifestyles. A 'quiet room' is also used well for those children who enjoy working by themselves or without distraction.

The setting has sound partnerships with both parents and others. Relevant agencies work with the setting, for example visits from the local authority's outreach team, who have made useful recommendations and helped to promote improvement within the setting. The setting has satisfactory and established links with most parents and carers. The manager works hard to establish and develop ongoing relationships with parents and carers, and has engaged them through a questionnaire to seek their views on provision. The setting manager has also established links with the primary school who shares the site. However, there is only limited exchange of information with children's teachers to promote their learning, welfare and development.

An experienced manager ensures that the provision runs smoothly on a day-to-day basis. Self-evaluation, although in place, currently lacks sophistication. For example, the self-evaluation document omits to fully evaluate the quality of the provision and its impact on outcomes. The manager is aware of the need to develop the rigour of self-evaluation in the future. Nevertheless, she has taken steps to improve the quality of provision since the last inspection, for example through the introduction of rigorous cleaning and hygiene procedures when staff

and children handle food and a record book for monitoring complaints and their outcome. These improvements point to satisfactory capacity to improve further.

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

Satisfactory provision leads to broadly satisfactory outcomes overall, although children achieve good outcomes in adopting healthy lifestyles because provision is effective, practical and has a good impact. For example, children eagerly participate in a range of physical activities outside with the specialist fitness playleader which supports their healthy lifestyles and promotes children's sound overall positive contribution. Children can explain why exercise and diet are important, and why certain foods and drinks are detrimental to health. The club provides a range of appropriate activities which, over time, lead to satisfactory outcomes for children. Children have a sound understanding of how to stay safe, and say that they have someone to go to if they need help. The setting site is safe overall, although staff do not routinely assess all risks associated with the premises. Children are aware of what to do in the event of the fire alarm sounding. Children are satisfactorily prepared for the next stage of learning, as a result of their sound progress in activities, although they have limited opportunities to develop their skills in the use of information and communication technology. Healthy eating at the setting is encouraged through a range of healthy food and drinks choices, such as sandwiches, fruit and vegetables, which children enjoy. Staff are now adhering to improved hygiene procedures when preparing food for children, a significant improvement since the last inspection. Staff also discuss and emphasise the importance of hand-washing before and after eating and using toilet facilities.

Planning of activities is at the early stages of development in terms of linking children's interests to their future learning. The setting manager keeps detailed records of children's progress, and has also introduced 'next step' grids, to focus on what children need to do next to make more progress. Scrutiny of children's records confirms that they achieve broadly satisfactory outcomes overall, and that provision meets the needs of children. Those with English as an additional language make similar progress to their peers because of satisfactory support from staff. Children greatly enjoy their time in the setting. As one child said, 'I like coming here, it is really fun'. Staff care for children and work hard as a team to promote their welfare and development.

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	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct risk assessments that identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)????? 31/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- conduct risk assessments that identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment)????? 31/12/2011