

Rocks And Pebbles @ Myatt Garden

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Rocks and Pebbles @ Myatt Garden has been registered since 2011. It was first established in 1997 and was previously run by the Local Authority and re-registered to Rocks and Pebbles Limited which is a private organisation. The setting provides an out-of-school service and operates from Myatt Garden Primary School in the New Cross area of the London Borough of Lewisham. Staff also collect children from two other local schools and walk back to Myatt Garden School. Children have access to four large school halls and toilet facilities, plus various enclosed outside play areas all within the school premises. The setting operates each weekday during term-time and provides an after-school club from 3.30pm to 6pm. It also operates a holiday play scheme from 8am to 6pm during various school holidays. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 80 children aged from three years to under eight years at any one time; of these no more than 16 may be in the early years age range. There are currently 50 children on roll. Of these, 36 are under eight years, and of these, 11 are in the early years age range. There is a team of eight staff, including the manager, who all work directly with the children, and two staff are designated to work with children in the early years age range. Five staff hold relevant childcare qualifications and some staff are currently working towards gaining childcare qualifications or extending their qualifications to degree level. Staff are supported by the director of the Rocks and Pebbles organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Since taking over this well-established provision, the providers have worked to support staff in their continued good work. As a result, the outcomes for children are excellent; staff work impressively to support and challenge children in their learning and development, and promote their safety and well-being exceptionally well. Exemplary partnership-working is a key strength here, and further contributes to the successful way that children's individual needs are met. The capacity to maintain continuous improvement is strong, but systems to evaluate and build on the already successful provision are 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:

- improve the use of self-evaluation to effectively promote ongoing internal

review, assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and promote their welfare. Staff have completed relevant safeguarding training with the local authority and also with the school. This enables staff to be clear about the appropriate procedures to follow if they have any concerns regarding children's welfare. Staff have completed appropriate vetting checks to establish their suitability to work with children. All required documentation is in place and is used and stored appropriately, safeguarding children's welfare, as records are available if needed. The premises are secure, and staff conduct regular risk assessments to ensure children are kept safe. In addition, they conduct risk assessments prior to each outing during the holiday play schemes. All required documentation to support the safe and efficient management of the provision is well maintained. Children show a clear understanding of their responsibility to register at the club on arrival each day, and parents sign them out when they are collected.

Deployment of resources is effective as staff work cooperatively, ensuring children are supervised appropriately at all times. They plan an excellent range of activities that relate to the ages and abilities of the children attending. The setting is well organised; for example, staff ensure highly effective use is made of the short time that children attend after school so that children engage in a broad range of activities.

Equality and diversity is securely embedded in staff practice. For example, staff know the children well and cater for their individual needs. Children's awareness of cultures and beliefs is enhanced through participation in a range of planned activities that relate to festivals. Good systems are in place to promote inclusion of children with special educational needs and/or disabilities.

Staff show a strong commitment to improving the quality of the service as they keep up to date with current childcare practice through relevant training. They evaluate their service on a regular basis during school inset days and use this information to aid future planning. This information is not always recorded to aid future monitoring of the effectiveness of self-evaluation.

Staff have established excellent relationships with the local schools and ensure information is shared as needed, promoting highly effective partnerships. Staff request information from the schools and use this information to gauge children's developmental starting points when they join the club. In addition, information about the club and the activities and events in which children participate is shared with parents on a regular basis. Staff make time to discuss the events of the day with parents when children are collected, keeping them well informed about their children's progress and achievements.

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

Children benefit from a welcoming learning environment, where children are provided with their own dedicated play space and outdoor play area. Their sense of belonging is promoted impressively through displays of their creative work and this also helps establish the club within the school. Children have excellent opportunities to develop their independence as they make choices during play and contribute to the planning of events and outings. Toys and books are of high quality and are suitable for the numbers and ages of children attending.

The key person system is embedded in staff practice as each child in the early years age range is supported by a key person who makes assessments of their learning and shares information with parents. Staff make exceptional efforts to track children's progress. They make observations of children during play and link them to the expectations of the early learning goals. Children's assessments are also supported by photographs and samples of their creative work. Staff use information gained from children's assessments to plan an impressive variety of activities that relate to children's learning and developmental needs. They offer an excellent balance of learning opportunities, including indoor and outside play, adult-led activities and outings.

Children adopt healthy lifestyles as they have excellent opportunities to enjoy fresh air and exercise on a regular basis. For example, they walk with staff from local schools to the club and engage in a range of outside play activities and sports. In poor weather, children use the indoor sports halls and play a variety of team games. Children also adopt healthy lifestyles at meal times as they choose the foods they would like to eat. They are offered a balanced diet of freshly prepared light meals and drinks after school. Children bring packed lunches during school holidays, and staff maintain appropriate food safety standards. Children's self-care skills are promoted well, including helping children to learn about good hygiene practice. Children also learn about foods that are good for them during planned activities and participate in cooking activities such as making pizza that they then eat for their tea.

Children are very well behaved and confidently follow the well-established daily routines. They show an excellent awareness of expectations of their behaviour, such as sharing and taking turns during play. They make highly positive contributions to their learning environment as they tidy away toys and support children who have just joined the club for example. Children show very good relationships with each other and staff as they freely engage in conversations and express their needs.

Children show they feel very safe as they are supported effectively. For example, new children are able to visit and settle into the club gradually, and staff ensure

children are ready for their transition from the early years part of the club to the larger areas used by older club members. Excellent systems are also in place to help children feel safe when they are collected from school as they wear high visibility jackets while walking and children are escorted from their classrooms to the club.

Staff support children's learning exceptionally well as they follow children's interests and ask purposeful questions that challenge and extend children's learning. Children have excellent opportunities to enjoy, achieve and develop their skills for the future as they participate in a broad range of activities that reflect all areas of learning. They enjoy being creative while using a range of art, craft and drawing materials. They develop excellent problem-solving skills as they complete complicated interlocking puzzles and discuss the pictures as they find the correct pieces to fit in. Children are able to sort objects by type and keenly discuss with staff the different types of animals and how many they have found. They use a range of construction sets to build and design things that reflect real objects. They enjoy stories read by staff and discuss the story in detail, developing their speaking and listening skills highly effectively. They enjoy drawing, and create representational pictures and make good attempts at writing their names. They have excellent opportunities to develop their physical skills while using the broad range of equipment and during group sports activities. During school holidays, children participate in a broad range of outings in the local community helping them learn about the environment in which they live. They also benefit from planned outings to museums and places of interest that focus and extend their learning. Children's learning and development is enhanced as they are happy, settled and use the resources purposefully.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	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

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