

Chiglets Holiday Scheme

Inspection report for early years provision

Unique reference number 203668
Inspection date 24/10/2011
Inspector Jennifer Beckles

Setting address Chigwell & Hainault Jewish Youth Club, The Communal Hall, Limes Avenue, Chigwell, Essex, IG7 5NT
Telephone number 0208 500 1610
Email
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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chiglets Holiday Scheme opened in 1992. It is based within the Chigwell and Hainault Synagogue and operates from a large hall and has access to 4 other rooms, toilets, a cloakroom and kitchen facilities. There is an enclosed, hard surfaced playground for outdoor games and sports. The scheme serves the local and wider area.

The scheme is registered to provide places for 60 children aged between 4 and under 8 years. There are currently 116 children on roll, 57 of whom are in the early years range. The setting currently supports a small number of children with special educational needs and who speak English as an additional language.

The scheme opens for 3 weeks during the Summer holidays on Mondays, Tuesdays and Wednesdays. Sessions are from 9.30am until 3pm. The scheme also operates during the other school holidays.

There are 8 full-time staff who work with the children at the scheme, 4 of whom have early years qualifications. There are also 4 volunteer helpers who work with the children. Young people aged 11 to 18 years also attend the scheme in the capacity of helpers.

The holiday scheme operates for the children of the Jewish faith and within the scheme there is a strong sense of religious, cultural and family identity.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff have sound knowledge of the children and work effectively with a range of partners. This also helps to ensure that children's individual needs are met. Children's learning is well supported by the range of toys and resources available to them. Overall, policies and procedures ensure the safe and efficient management of the early years foundation stage. The setting consistently evaluates the quality of its provision and has heightened awareness of its strengths and weaknesses. It is committed to continually improving its provision for the future.

What steps need to be taken to improve provision further?

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

- improve the safeguarding policy to include the appropriate action to take should allegations be made against anyone working or looking after children on the premises (Safeguarding and welfare).

14/11/2011

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

- improve risk assessments to cover anything with which a child may come into contact, with reference to the electronic front gate.

The effectiveness of leadership and management of the early years provision

Children are kept safe because all staff have a good knowledge of local safeguarding procedures and there is a designated child protection coordinator. Most required records, policies and procedures and children's records are in place for the provision, including accident, medication and attendance records. However, the safeguarding procedure does not specify how the setting would deal with any allegations made against staff. This means that staff may not be aware of the appropriate action to take.

All staff members, including those who have unsupervised access to children, are suitably vetted. Staff to child ratios are appropriate and within regulations. Risk assessments covering all areas of the setting, resources and equipment are regularly reviewed. Intruders are prevented from entry by the remote controlled electronic gate and closed-circuit television. The low-level emergency release button on the inside of the gate is accessible to children could allow them to leave the premises unaccompanied, although this risk is minimised by the presence and supervision of staff. Overall, the children are protected in the setting and when using the resources and equipment. Furthermore, children are protected because the setting keeps good records, including daily attendance, medication, and accident records.

Staff use their knowledge about the Early Years Foundation Stage to support children's learning sufficiently. The environment is well organised. There is a rich and varied range of stimulating resources for children to choose from, including laptops, games software, and video players. Children have complete choice in what they would like to play with and can access most of the resources for themselves, such as a range of construction toys, books, and a good selection of small world resources. Children are well supported in their learning as the setting encourages older children to befriend, mentor and support the younger children.

The setting has strong awareness of its strengths and weaknesses. Ongoing self-evaluation, which includes input from staff, parents and children, reflects critical monitoring of what the setting does well and what it needs to improve. For example, it plans to ensure that the provision fosters high self confidence in children. The setting has addressed previous actions and recommendations promptly and effectively. For instance, it now ensures that the contact number for Ofsted is included in the complaints procedure.

Staff have very effective working relationships with parents and carers. When parents first register they complete forms which provide detail on their child's individual needs. This helps staff to get to know about the child and means that

parent wishes and children's individual needs are well met. Furthermore, children feel secure because each child belongs to a group, with a named member of staff. Staff share information with parents on their child's well-being and progress mainly through informal conversation at collection time or through telephone calls. Staff continually observe the children and have valuable knowledge of their individual needs and interests. They use this information very effectively to provide suitably engaging and challenging activities. Effective relationships with external organisations involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The setting offers individual and caring support to children who have special educational and/or disabilities because they have individualised planning and a special educational needs coordinator to manage learning and care. Children learn to develop positive attitudes towards themselves and others because staff encourage children to accept difference by talking to them about different cultural traditions and festivals.

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

Children thoroughly enjoy being in this setting. They display confidence in exploring their environment which is underpinned by familiarity with routines and staff. Children learn to support their own safety and some show understanding of rules, such as no running indoors and to be kind to each other. Staff help children to keep themselves safe by, for instance, showing them how to use tools and equipment properly.

Children's good health is promoted sufficiently by the setting. Pictorial reminders reinforce regular hand-washing before eating, after visiting the bathroom, and when they have completed 'messy' activities. Healthy, appetising and nutritious meals and snacks are offered to and served by the children. On most days, the children go outdoors to get fresh air and exercise and some children show awareness of the benefits of this. Children's physical development is further supported by fitness challenges set up by staff, such as circuits consisting of star jumps, half squats, and knee raises. They develop good skills in moving in different ways, such as running and hopping, because they make use of a range of outdoor resources such as balls and hoops.

Children make sound progress towards the early learning goals because the setting utilises information from informal observations and knowledge of the children to provide diverse, engaging and suitably challenging activities. Children practise their creative skills as they use a range of decorative materials to make individual door signs for rooms in their homes. They use fine manipulative skills as they engage in threading or simple embroidery as they make bookmarks. Language development is supported by role play where children take on different characters or animals. Problem solving becomes a delightful team activity as children seek out hidden puzzle pieces in the playground during a treasure hunt which, once found, are pieced together enthusiastically by the children. They learn about the world around them as they engage in cooking activities and fancifully decorate cupcakes for

snack time. Skills for the future are promoted in information and communication technology, using laptops and video games.

High expectations of behaviour and ground rules mean that children's behaviour is good. This is maintained because staff use positive behaviour strategies, such as rewarding good behaviour. They explain why behaviour is unacceptable and use age-appropriate strategies, such as distraction techniques for younger children. Children share, cooperate and join in during different activities. The 'leadership' programme is largely influential in the promotion of responsible behaviour as the 'leaders' act as role models and support children in their personal and social development. Children gain an understanding about diversity through discussion and celebration of different cultural and religious traditions and festivals. The staff seek to draw out similarities and parallels between different religions so that children learn that, although cultures are different, their need for spirituality remains the same. There is good integration of multicultural resources in the provision to help children to understand and accept difference. Staff challenge discriminatory comments.

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	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

Outcomes for children in the Early Years Foundation Stage	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

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