

# Edinburgh Primary School After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY431035
<b>Inspection date</b>	23/11/2011
<b>Inspector</b>	Jennifer Liverpool
<b>Setting address</b>	97 Queens Road, LONDON, E17 8QR
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<b>Email</b>	
<b>Type of setting</b>	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

Edinburgh Primary School After School Club is one of a number of out of school care provisions run by Forest YMCA of East London. It was opened in 2011 and operates from a dining hall in Edinburgh Primary School in Walthamstow in the London borough of Waltham Forest. Children have access to an enclosed playground for outdoor play. The club is opened each week day from 3.30pm to 6.00pm during term time.

The registered is registered on the Early Years Register. A maximum of 24 children under eight years may attend the club at any one time; of these, none may be under four years old. There are currently four children in the early years age range. The club also offers care to children over five years to 11 years. The club is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, two of whom hold early years qualification to at least level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy and learn from the suitable range of activities offered to them daily, and benefit from the support they receive from the staff. Children's welfare is appropriately promoted. However, two aspects of documentation lack detail. Positive working relationships with parents and the school promote children's continuity of care. The self-evaluation process is in its infancy and the manager is able to demonstrate the capacity to improve the outcomes for children.

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

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

- maintain the daily record of children's hours of attendance, particularly their departure times (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 24/11/2011
- ensure the record of the risk assessment includes by whom the assessment was carried out (Documentation). 07/12/2011

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

- expand on the variety of fiction and non-fiction books and improve the organisation of books so that children can select their own choices of books
- develop further the range of resources and activities that shows positive images of race, gender and disabilities in order to broaden children's understanding of diversity.

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

The manager and staff have sound knowledge of child protection issues and know how to proceed if they have any concerns about a child in their care. In addition they are aware of their role within the setting to ensure that children only leave the setting with a known and approved adult. The premises are secure and good procedures are in place to prevent unwanted visitors gaining access. There are appropriate recruitment procedures in place, which means that suitable staff look after the children. All staff are trained in paediatric first aid, ensuring an appropriate level of care for children's physical well-being. Staff carry out daily visual checks and complete regular risk assessments to minimise hazards to children. However, the record of the risk assessment does not contain all required information, such as, the name of the person who carried out the risk assessment.

All mandatory records for the welfare of children and safe management of the provision are in place and generally maintained. However, staff does not always ensure that the attendance record is maintained accurately as a number of children's departure times are not recorded. This is a breach of the welfare requirement. The deployment of resources is appropriate. For example, there are suitable contingency arrangements in place to cover for staff absences and a key person system provides children with appropriate support throughout the session. Staff treat children as individuals and acknowledge their differences, thus meeting children's care needs. The range of toys and equipment overall is adequate; however there are few resources that challenges stereotypical images of race, gender and disability. The variety of books is limited and basic storage facilities impacts on their choices.

Sound relationships have been fostered with parents who are made to feel welcome. Parents provide appropriate and relevant information about their child to staff, which helps to ensure that children's needs are known. Parents receive a suitable range of information about the provision and staff give daily feedback about their child's general well-being. The sharing of information keeps parents informed about their child's time at the setting. The club has close link with the school and works in partnership with the teachers. This promotes continuity of care. The manager is beginning to reflect on the setting's practice and has identified some of their strengths and areas that they plan to develop to improve the outcomes for children. For example, plans are in place to expand on the self-evaluation process and develop systems for obtaining parents views about the setting.

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

Children are happy to attend the club. They readily approach the toys and activities on their arrival into the club and particularly enjoy playing with and alongside their peers. Staff are friendly and supportive, for example, talking, showing an interest in children's drawings and playing with them during card and board games. As a consequence of this, children feel safe in the club. New children are becoming familiar with the daily routine because the older children are encouraged to help them. Children's behaviour is generally good and they respond to request for good behaviour. Children are expected to help with tidying and many of them do so responsibly. Staff organise the indoor space appropriately allowing children to move around freely, safely and generally independently, though books are mainly kept in the store cupboard with a small selection brought out for children to look at and read each day.

The key persons observe and monitor children at play when they are new to see how they are developing. They have begun to keep a record of children's assessments to identify children's interests for future activity plans and to share with parents. Activity plans are on wall display and indicate that children are offered a balance of adult-led activities alongside play opportunities that children initiate themselves. Children's creative and imaginative development is encouraged through activities such as, arts and crafts, dough balls with shape cutters, role-play and dressing up. Children demonstrate that they are developing skills in problem solving when working out where to fit pieces to complete puzzles. Children speak confidently to adults and peers and express themselves well through using good vocabulary. Children are provided with some opportunities to learn about their own and other cultures through celebrating Black History month; participating in discussions about famous people and exploring a range of tropical spices that are used for cooking foods.

Children play in a clean environment where they learn the importance of good personal hygiene. Staff gather relevant information regarding children's diet. This ensures that children's dietary requirements are met. The weekly menu indicates that children are generally offered a suitable range of nutritious snacks that include soups; fresh fruits, noodles and sliced vegetables. At snack time children ate toasts with baked beans and cheese toppings or alternatively toasts with a choice of spreads such as butter or marmalade jam. Fresh drinking water or orange juice is available to children during snacks. Activity plans show that children are provided with opportunities for outdoor play and physical exercise. An adequate variety of physical play equipment is available to support children's physical development. Children and staff practise the emergency procedures on a regular basis, particularly when new children start so that they all learn the importance of emergency evacuations.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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:

- take action as specified in the early years section of the report (Records to be kept). 24/11/2011

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:

- take action as specified in the early years section of the report (Records to be kept). 24/11/2011