

The Lighthouse Club at St. John's

Inspection report for early years provision

Unique reference number	159954
Inspection date	24/11/2011
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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.

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

The Lighthouse Club at St. John's provides out of school care and has been registered since November 2000. It operates from a multi-use building in the Walworth area of Southwark. The group serves children from the local primary schools. Children have access to two rooms on the top floor, accessed by stairs. The group opens during term times, Monday to Friday, from 3pm to 6pm and during various school holidays from 8.30am to 6pm. The group is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It may provide care for a total 40 children under eight years old at any one time. There are currently 34 children aged from four to eight years on roll, of these six children are in the early years age range. There are four members of staff working with the children, three of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development due to a mostly adequate range of activities and resources. Not all required documentation is available for inspection, including information used to assess staff's suitability. Staff sufficiently safeguard the children, although the policy is not reviewed to keep it up to date. Staff establish working relationships with parents but do not develop this further through a key person system, to better meet children's individual needs. Staff work in partnership with primary schools to appropriately support continuity in care. Management take some action to develop the provision and are beginning to evaluate it, which reflects sufficient capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all records are easily accessible and available for inspection by Ofsted, with particular regard to the information used to assess staff's suitability including the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Documentation) 23/12/2011
- assign each child a key person to improve provision for their individual needs. (Organisation) 23/12/2011

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

- update the safeguarding children policy and procedures to ensure they are in line with Local Safeguarding Children Board local guidance and procedures
- develop systems of self-evaluation to identify the provisions strengths and priorities for development that will improve the quality of the provision for all children
- develop provision for hand-washing prior to children touching food in order to promote children's understanding of good hygiene.

The effectiveness of leadership and management of the early years provision

Access to the premises is through a locked secure door and visitors are required to sign in a book. Staff are aware of how to raise concerns about a child and have an adequate awareness of child protection issues. There is a written policy in place, although this has not been updated for some time. However, the group breaches a number of requirements. Not all required documentation is available for inspection. Information used to assess staff's suitability, including Criminal Records Bureau disclosure numbers and the date on which they were obtained, are kept off the premises without Ofsted's agreement. Vetting procedures are in place to check staff's suitability. This sufficiently safeguards children.

Staff are keen to further improve the group; for example, they acknowledge the need to amend and update some current policies and the need to implement a key person system. However, the senior management, which includes the registered providers, only secure limited improvement. They are starting to evaluate the provision to identify its strengths and weaknesses. They act upon recommendations and actions made at previous inspections of this and other groups, which brings about some development. This reflects sufficient capacity to maintain continuous improvement. The small staff team work well together. They deploy themselves effectively and plan a balanced range of play and practical activities. Children have access to a mostly adequate range of resources that promote most areas of their learning and development. However, although toys and resources are kept in good condition, staff do not ensure children use the soap and hand dryer available to support good hygiene.

Children have equal opportunities to be engaged in a variety of activities; they are treated with respect and are valued as individuals. However, lack of a key person system means that staff do not fully develop understanding of children's backgrounds and gain information to enable them to further meet their individual needs. Children are developing an appropriate awareness of their own and other cultures through a range of activities as they celebrate some festivals and cultures. For example, Christmas, Easter, Diwali, Black History Month and others related to children attending the group. Suitable channels of communication with other settings children attend are promoted. Staff work appropriately in partnership with class teachers through discussions and share some information about the children. Parents are invited to join the group on outings and express how welcome the staff make them feel. Parents and staff share information about children's experiences at school and at the group.

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

Children are escorted from local schools to the club and receive a warm welcome from staff. Children respond positively to staff, behave well and have a sound understanding of what is expected of them. They have opportunities to participate in a sufficient range of activities throughout the week that promote learning and development. Staff plan a routine to allow time for free-play, art and craft activities, dancing and quiet time.

Children have access to computer and enjoy partaking in games, which enhance their numeracy and literacy skills. They benefit from regular trips to local library and museum. This extends their learning and enables them to develop an understanding of the local community.

Children have opportunities to share their ideas and thoughts through discussions at circle time. They participate and make their own choices throughout the session. They enjoy creating pictures and drawing, which staff display around the setting to place value on their contribution

Children benefit from regular visits to the local school where they are able to play football and physical games. This enhances their physical development and well-being. Children benefit from healthy snacks and independently help themselves at tea time. However, they have limited understanding of the importance of washing their hands prior to sitting at the snack table.

Children are developing a suitable understanding of responsible behaviour because of the staff's gentle and caring manner. This encourages children's understanding as they learn right from wrong. For instance, they help staff to write safety rules, such as not running inside or playing under tables. Children enjoy attending and form friendly relationships with each other. Staff help children develop a sense of belonging as they support them during activities, but children do not have a key person to form close relationships with as they settle.

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	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: Met

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