

Sinai Out of School Club

Inspection report for early years provision

Unique reference number EY429617
Inspection date 05/12/2011
Inspector Victoria Vasiliadis

Setting address Sinai Primary School, Shakespeare Drive, HARROW,
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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

The setting operates from within Michael Sobell Sinai Primary School, in Kenton in the borough of Brent. The setting operate an after school club and holiday club. The after school club operates from 3.20pm to 6pm on a daily basis during term-time only and the holiday scheme operates during the schools holidays from 9.00am to 4.30pm. The setting has use of several rooms and areas of the school along with the school playground for outdoor play.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. They are registered to care for 150 children under 8 years, with no more than 100 children in the early years age range. Currently there are eight children on roll within the early years age range. Children in the later years age range are also in attendance. The setting employs three staff to work directly with the children, of these, all hold appropriate qualifications, including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children have fun and are provided with an appropriate selection of resources that are suited to their ages and abilities. The setting has emerging systems in place to complement the children's learning and development. However, activities and resources to promote children's understanding of diversity and making healthy choices with regard to eating, are limited. The children are cared for in a safe and secure environment. Most of the legally required documentation is in place. However, not all information about staff's suitability is available for inspection. Partnerships with parents and others continue to evolve. The setting is in the early stages of reflecting on the service they provide. Staff are able to identify areas in their practice that will likely improve outcomes for the children. Therefore, they demonstrate a suitable capacity to make ongoing improvements.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 19/12/2011

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

- support children in developing an understanding of the importance of making healthy choices in relation to food

- increase children's access to resources and opportunities that challenge their thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Staff are secure in their knowledge and understanding of safeguarding issues. For example, they know the procedures to follow should they have concerns about the children in their care. In addition, there are clear written procedures in place to support practice in relation to child protection. Staff are well deployed which ensures that children are well supervised and supported. Staff conduct daily checks on the premises and they take appropriate action to ensure that the children can play and work feeling safe and secure. There are adequate recruitment procedures in place to ensure that those adults caring for the children are suitable to do so. Although all of the staff working directly with the children have Criminal Record Bureau Disclosures, the Registered Person/manager does not ensure that all information is available for inspection. For example, one member of staff's Criminal Record Bureau Disclosures information is not held on site. This is a breach of a specific welfare requirement.

Although the setting has only been in operation a short time, they are beginning to develop systems to reflect on the service that they offer. The Registered Person/manager demonstrates through discussion a sound understanding of their strengths and areas for further development. For example, they have identified that the systems for observation and assessment need development in order to further complement children's learning. Staff talk to the children about their interests and likes and dislikes and plan accordingly. The children are provided with a suitable range of equipment, toys and resources which challenge and interest them.

Partnership working with parents, carers and others continues to develop and evolve. The staff talk to the parents at collection times and newsletters are sent out to ensure that parents and carers are kept informed. In addition, the setting shares their written policies with the parents so that they are aware of the procedures followed within the setting. The Registered Person/manager works with the head teacher and staff at the school in order to devise strategies to complement the children's learning and development. The children learn about their own culture as festivals such as Hanukkah are celebrated. However, children have fewer opportunities to learn about other peoples' cultural and spiritual beliefs as only Jewish festivals are acknowledged. The children have access to a small selection of resources that are reflective of the wider community such as, books. All children are encouraged to take part in activities regardless of their gender. For example, all children thoroughly enjoy the Olympic curling activity.

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

Staff are in the early stages of developing systems to promote continuity and progression for the children. They continue to work on their procedures for observation and assessment so that they can identify and build on the children's interests and skills. The children are confident and settled in the setting. Staff develop a positive rapport with the children and they interact well with them. For example, children ask staff to join in with their painting and sewing activities, which staff do willingly. Consequently, the children are confident to approach them and express their needs.

There is a key person system in place and staff are kind and caring towards the children. Overall, the children are well-behaved and they respond positively to praise and encouragement. Many children are beginning to develop cooperation skills and negotiate and take turns. For example, when one child takes a car from another, the child politely asks for it back again. Children are able to make choices in their play. For example, children ask for the paints and drawing activities whilst another asks to play with the cars. These are then provided for the children. The children are beginning to show an interest in the things around them and ask staff questions to help solidify their learning. For example, during the Olympic curling game there are discussions about how the game is played, the rules that need to be applied and team working is encouraged. Consequently, children are suitably equipped with the skills they need to secure future learning.

Children are beginning to develop a sense of how to stay safe. For example, staff gently remind the children not to run inside and to sit at the table when eating so they don't choke. Children have regular access to the school playground where they can take part in team games or play with the equipment that is provided. The children's dietary needs are adequately met. For example, staff work with parents to find out any requirements or other observances that must be respected. Children are offered sandwiches with fillings such as jam or cheese spread and plain biscuits. Most days the children are provided with fruit. However, children have too few opportunities to develop an understanding of the importance of making healthy choices.

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

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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