

Avenue Kids Club (A.K.C.)

Inspection report for early years provision

Unique reference number

EY343404

Inspection date

14/12/2011

Inspector

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Setting address

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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 Avenue Kids Club (A.K.C.) registered in 2006 and is managed by a parent run committee. The club operates from the Nexus Community Centre in Leytonstone, situated in the London Borough of Waltham Forest. There is an enclosed outdoor play area. The breakfast club opening hours are from 8am until 8.45am and the after school club opens from 3.15pm until 6pm on weekdays during school term time. The holiday play scheme runs during half term holidays, Easter holidays and four weeks during the summer holidays from 8am until 6pm.

The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time. There are currently three children in the early years age range on roll. Children up to 11 years also attend. A total of five staff are employed to work with the children. Of these, three hold a relevant early years qualification and one is working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet most of children's welfare needs appropriately, though they do not include the children in fire evacuation practices to increase safety awareness. There are a couple of breaches of specific welfare requirements relating to documentation; however, these do not significantly impact the care of the children. Children's learning and development is met appropriately through the support they receive from staff, though early literacy is not promoted effectively. Partnerships with parents are positive and this contributes to children's general well-being. Developments made since the last inspection indicate that the staff have a satisfactory 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 a daily record of the names of the children
looked after on the premises and their hours of
attendance (Documentation)(also applies to both parts
of the Childcare Register) 15/12/2011
- improve the record of the risk assessment so that it
includes information on who conducted it 28/12/2011

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

- carry out regular fire drills and record in a fire log book any problems encountered and how they were resolved
- provide more opportunities for children to access books freely and independently to develop their literacy skills more effectively.

The effectiveness of leadership and management of the early years provision

Senior staff attend safeguarding training to update their knowledge and guide the rest of the staff team. Staff check that their arrangements and policies for safeguarding are in line with the requirements of the Local Children Safeguarding Board. This helps to promote children's welfare. Recruitment and vetting processes are in place to ensure that the staff working with children are suitable to do so. There are regular risk assessments, both indoors and outdoors that enable staff to identify and address potential hazards. However, the record of the risk assessment does not contain all required information, such as, the name of the person who carried it out. This is a breach of a welfare requirement. The fire evacuation plan is on prominent display though children do not have opportunities to practise the procedure. This is to raise their awareness of how to stay safe and alert staff to any problems.

The deployment of resources is satisfactory. For example, staff provide a suitable range of role play equipment to meet the needs of the younger children. Overall, there is a reasonable variety of toys that are developmentally appropriate for all children and which appeal to girls and boys. The larger hall in the premises is organised so that children can have opportunities to participate in physical games when it is dark outside during the winter months. In response to the action raised at the last inspection, staff act as key persons to children in the early years age group, monitoring their development and communicating with parents. Most mandatory records to promote the welfare of the children are in place. However, staff do not maintain the record of attendance well as they do not always record when children leave the club. This is a breach of a welfare requirement.

The staff positively promote equality and diversity as they set out to meet the needs of the children through care, play and learning. The partnership with parents is sound. Parents provide appropriate information about their child to staff. This helps staff to get to know the children's individual needs from the outset. Parents receive suitable information about the club. Some examples include the activities on offer and the meals provided during the breakfast club and after school provision. Staff are developing links with the school that children attend, which helps children to receive reasonably consistent support. The staff have addressed the actions and recommendations of their last inspection. As a result of this, staff records confirm their first aid qualifications and they now carry out risk assessments for outings. Staff now ensure they hold valid public liability insurance for the club. These actions indicate a satisfactory capacity to maintain improvement. Senior staff are in the process of developing a suitable self-evaluation process. They are able to identify targets to improve the outcomes for

children.

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

Children arrive happily at the club. They quickly remove their coats and sit down with their peers at the tables. Activities are laid out for the children, though at times, children make choices about their play and staff respond to these choices. Children generally have safe and easy access to a suitable range of toys and resources appropriate to their age. However, their access to a full range of books is limited as the book storage unit is turned around flat against a wall. The staff choose a small selection of books to put out on the tables for the children. Children's behaviour is generally good. They respond to requests to share, particularly with the popular computer games. Children's confidence and self-esteem benefits from the encouragement from staff. The children are aware of some basic ground rules that staff consistently apply. They take on responsibility for some simple tasks, like calling out names on the register or handing out fruit. They are developing some useful social skills for their future lives.

Staff have a satisfactory understanding of how to support children's learning and development. Some simple planning is in place and overall, activities help children make steady progress. Children develop problem-solving skills as they work out where to fit pieces of puzzles. Children are beginning to understand the wider world as they learn about different countries and make flags. Children have regular opportunities to develop cutting and joining skills. They use appropriate tools competently to create collages and models. Children use their imaginations and express themselves in a variety of ways, such as acting out the role of a hairdresser in the role play area.

As part of the children's daily routine, they follow suitable personal hygiene procedures, such as washing their hands before eating snacks. Children are developing an appropriate understanding of healthy eating as they select from a range of fresh fruits. In addition, children receive a reasonable range of hot and cold snacks, which meet their dietary needs. The children that attend the breakfast club are offered a variety of cereals, bread or pancakes to encourage a healthy start to the day. Fresh drinking water is available to children throughout the session. Children take part in energetic activities, for example basketball, hockey or skipping to encourage healthy lifestyles. Children learn about keeping safe, for example, they talk about road safety when they walk to and from school. They respond to reminders from staff to use equipment like a snooker cue safely to prevent injury.

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:

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). 15/12/2011

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). 15/12/2011