

Isleworth Explorers Club

Inspection report for early years provision

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Inspector

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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

Isleworth Explorers Club holiday play scheme and out of school club is a registered charity managed by a board of trustees. It opened in 1999 and operates from a purpose built centre in Isleworth, in the London borough of Hounslow. A maximum of 16 children aged from four years to under eight years may attend the club at any one time. There is currently one child in the early years age group on roll. The holiday play scheme operates during most school holidays from 8am to 6pm. The after school club is open each weekday from 3.30pm to 6pm during term time. Children are collected by minibus from nearby schools. There is no access to an outdoor area but the club has use of an indoor sports hall. All the club facilities are located on the first floor. A lift is not available.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs eight staff. Of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The after school club and holiday play scheme provide an inclusive service for children. They have fun and enjoy their time at the provision. Staff have a good understanding of the requirements of the Early Years Foundation Stage and generally support children's learning effectively. Good relationships are established with parents to further support children's well-being. However, links with the schools the children attend are less well established and do not include an exchange of information about each child's learning journey. The provision has reflected upon the practice operating in some parts of the provision, but not all. However, the manager demonstrates that she has the capacity to develop and enhance practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- establish effective links with children's schools/nurseries to share relevant information for continuity and coherence in their learning
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities to protect children from harm. Appropriate safeguarding policies and procedures are in place and known by all staff. Suitable recruitment procedures support that new staff are not left alone with the children until they have been securely vetted. Detailed risk assessments help support that all potential hazards are identified and managed appropriately. Staff collecting children from school follow secure safety procedures. These include children wearing high visibility jackets to ensure that they can easily be identified as being in the care of the after school club. An emergency evacuation procedure is in place and is practised regularly to ensure all children learn how to keep safe in an emergency. Robust security measures are also in place to prevent intruders gaining access to the children, or children leaving unsupervised. All the records and documents required for the efficient management of the after school club and play scheme are maintained.

Staff are appropriately qualified and work well together to ensure they are suitably deployed throughout the session to provide children with appropriate support and supervision. The play equipment is well cared for and appealing for children to use. The large selection of resources includes several computers and a variety of good quality musical instruments. Children independently select resources of their choice.

The new manager has begun to reflect upon the practice of the after school club and has made some improvements for the benefit of the children. However, the culture of self-evaluation is not fully in place because it has not extended to the play scheme. Plans for the development of the after school club includes increasing the range of resources to suit the needs of the younger children with the aim of further promoting their learning and development. Recommendations made at the last inspection have been implemented, resulting in children being better safeguarded.

The provision promotes inclusion effectively. All children are welcomed and included. Good information is provided by parents to ensure that staff are aware of their child's individual needs and backgrounds. Resources, such as books, are available, to enable children to learn about and respect people who are different from themselves. A variety of world faith festivals is also acknowledged to help children understand about diversity within society. In addition, children feel comfortable to join in all the activities on offer because there is no gender stereotyping. For example, on the day of inspection both girls and boys opted to play football, while others made muffins.

Effective partnerships are established with parents. Information about the Early Years Foundation Stage (EYFS) is displayed, along with the weekly play plans. This enables parents to understand how the club implements the learning requirements of the EYFS. After school club staff ensure all relevant information about the well-being of the children is passed between the school and their parents. However, information about the progress of the children in each area of learning is not

shared between the school they attend and the club. Consequently, consistency and coherence in children's learning is lacking. A suggestion box and comments book are readily available for parents to express their views. Comments made by parents indicate that they and their children are very happy with the care the after school club provides. They state that the staff and the meals are very good. All relevant information is given to parents verbally when they collect their child at the end of the day.

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

Children enjoy the range of activities on offer at the club. They show an eagerness to join in activities that support their learning and are fun. Staff inform them of the organised activities available that evening and they freely choose what they would like to do. The routine cooking activities reinforce children's numeracy and problem solving skills as they mix together correct quantities of the ingredients.

Communication and listening skills are also promoted as they pay attention to instructions and ask questions. Children have daily access to a bank of computers. This helps them develop the skills needed to operate information and communication technology effectively. Children also enjoy a range of craft activities including model making, painting and collage. Examples of their work are displayed on the walls and contribute towards creating a warm and conducive environment. Outings to places of interest, such as museums, farms and wetland centres are held during holiday play schemes to broaden the children's experiences. The manager is the key person for children in the early years age group. She observes the children when they join the club and assesses their stage of development in each learning area. She then ensures that the activities provided are appropriate for the children and will support and promote their learning. Each child's progress continues to be monitored and photographs are taken of the children as they play to illustrate their development.

Children learn the importance of adopting a healthy lifestyle. They routinely wash their hands before eating and at other appropriate times. Nutritious meals are served at the after school club. These are enjoyed by the children and include lasagne and chicken salad rolls. Children relate with enthusiasm that eating vegetables is good for you and gives you the power you need to play football. Parents supply a packed lunch for their child at the play scheme. Although there is no access to an outside play area, the children have plenty of opportunity to benefit from physical play. The sports hall provides a large, safe indoor area for football, dodge ball, dancing and musical games.

Children's behaviour is good. They learn the rules of the club and what is expected of them. Children play cooperatively together and form friendships with those attending different schools. This helps to create a harmonious environment in which children feel secure and develop a sense of belonging. Children learn how to keep themselves safe. For example, they are reminded how to handle scissors safely, and during cooking activities staff remind them of the dangers of a hot oven. Children enjoy good interaction with staff which enables them to be relaxed

and content at the club. They confidently express their needs to staff knowing that they will be listened to and treated with respect and kindness.

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

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| 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 | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| 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 | 3 |
| 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 | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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

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