

Giggles Childcare Services

Inspection report for early years provision

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Inspector

Josephine Geoghegan

Setting address

Elfrida Primary School, Elfrida Crescent, LONDON, SE6 3EN

Telephone number

07931 412 782

Email

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).

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

Giggles Childcare Services registered in 2011. The breakfast and after school club is one of three privately owned and managed clubs run by the same provider. The club operates from Elfrida Primary School, in the Bellingham area of the London Borough of Lewisham. Children have direct access to an enclosed playground for outside play. The club has been established for many years, having been previously run by the local authority.

The club is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The club is registered to provide care for 30 children under eight years at any one time; of these, 30 may be in the early years age range and none may be under three years. Staff also offer care for older children under the age of 12 years. There are currently 21 children on roll; of these, three children are in the early years age range. The club operates on weekdays in term time, from 7.45am to 9am and from 3.15pm until 6pm.

There is a team of 13 staff, including the manager, who work across the three clubs run in local schools by the provider. The manager holds a level 4 qualification and, of the remaining 12 staff, nine staff hold relevant childcare qualifications. At least three staff work at the setting each day.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The capacity to maintain continuous improvement is strong as staff use a mostly effective variety of methods to evaluate the quality of their service. They have established good relationships with children and parents and skilfully develop routines that promote children's welfare successfully. Children's learning and development is promoted effectively as staff provide a good balance of activities that meet children's learning needs and interests. Overall, good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively.

What steps need to be taken to improve provision further?

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

- gain further understanding of self-evaluation in order to confidently identify all aspects of the service that are done well, and all those aspects that might be improved, so as to promote outstanding outcomes for children.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and promote their welfare. Staff ensure appropriate policies and procedures are in place so that they know what to do if they have any concerns regarding children's welfare. Staff have also attended relevant safeguarding training. Robust systems are in place to ensure the ongoing suitability of staff to work with children through vetting checks and performance management systems. Staff show high regard to promoting children's safety through methods of effective risk assessment and daily safety checks. They have established good systems relating to children's arrival and collection times that promote their security. Staff show high regard to maintaining good hygiene practice and appropriate food safety standards at meal times. They promote good hygiene routines that help stop the spread of infection.

Good partnerships with the school have been established to promote continuity of care. This includes appropriate information sharing to ensure children's welfare is promoted effectively. Engagement with parents is strong as staff have established good systems of information sharing. For example, a broad range of information about the setting and activities is available to parents in the prospectus. In addition, there are many displays in the club hall. Staff also make time to talk to parents when they collect their children so they are kept well informed about the events of the day and their children's progress. Parents spoken to at inspection, report that their children are happy at the setting and enjoy the range of activities and the meals provided.

Good systems are in place to promote equality as children's individual needs are known and respected. Children learn about diversity through planned activities and the use of books and toys that reflect all people in the community. Staff show a strong commitment to driving improvement. They have established good systems to evaluate the educational programmes. They attend staff meetings on a regular basis to plan for future activities and events. In addition, staff participate in systems of appraisal so that they can evaluate their personal performance and development. However, not all aspects of self-evaluation provide rigorous monitoring and searching analysis of all aspects of the service. Deployment of resources is effective to provide a stimulating environment for the children. Staff successfully implement a broad range of policies and procedures that promote children's welfare and development. Staff ensure that the time children attend is well organised; as a result, children fully participate in activities and enjoy a relaxed family atmosphere.

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

Children benefit from a spacious learning environment that is well organised, enabling them to move safely during play. They use a broad range of good quality resources that are suitable for their age and stage of development. Children

develop their independent learning skills as they freely select toys and books from the well organised low-level cupboards and shelves. Children are provided with a good balance of learning opportunities. The afterschool sessions are organised to enable them participate in free play activities as well as adult-led focus activities and outdoor play. Displays of photographs and creative work enhance the children's sense of belonging.

Children adopt healthy lifestyles as they exercise and develop their physical skills through outdoor play, sports and indoor group games. They enjoy a variety of healthy meals that include fruits and salads on a daily basis. They take turns to choose the foods they like to eat from the buffet style tea, enabling them to adopt healthy eating habits. Mealtimes are well organised, enabling children to relax and develop their social skills as they sit in small groups and discuss the events of the day.

Good systems are in place to track children's progress as staff have established clear methods of assessment. They make observations that are linked to the expectations of the early learning goals and include samples of children's creative work. They use this information to plan focus activities that relate to children's learning needs and interests. In addition, they plan weekly themes that provide a focus for children's learning and compliment their learning at school. Children are supported well during play as staff fully participate in activities with them. For example, they run around the hall during group games and play board games that extend children's reasoning and numeracy skills. Children show good relationships with staff and each other. They show a sense of belonging as they make an effort to say goodbye to each other when they leave. Older children are also very considerate to younger children during play. All children show a positive contribution to their learning environment as they carefully put away the toys after use. They also respond well to the daily routines showing an awareness of expectations of their behaviour. Children learn about safety issues during well established routines, such as practising fire drills. They wear high visibility jackets while going to school with the breakfast club and this helps them to feel safe. In addition, children's awareness of their own accountability is enhanced as they use an additional self-registration system. They take their name card on arrival and return it to their key person as they enter their classroom.

Children enjoy the activities available and are purposefully engaged in play. They participate in weekly group activities such as cooking, dance and visits to the library. They also have group times that are separate for girls and boys, enabling them to express their views in a controlled and safe environment. Children develop their problem solving skills as they skilfully balance the bricks to create tall towers and use large floor puzzles effectively. They cooperatively play games such as skittles and pool, developing their physical control. Children develop their free creative expression as they use paint, collage and malleable materials. They enjoy drawing and create representational pictures of people. They are developing their writing skills as they make well formed letters of their names and write numbers. Children develop their awareness of cultures and beliefs. They participate in activities that relate to festivals and celebrations, such as Black History Month, Christmas and Chinese New Year. Overall, they have good opportunities to achieve and develop their skills for the future as they have access to a broad range of

activities that promote all areas of learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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

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

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