

Yerbury Extended School Service

Inspection report for early years provision

Unique reference number EY432962
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Inspector Siobhan O'Callaghan

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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

Yerbury Extended School Service registered in 2011. It is run by Highbury Roundhouse Association who also operate five other out of school services. The provision operates from the Whittington Community Centre within the London Borough of Islington. Children have access to two halls and several activity rooms where separate classes are provided for children. Children access the local community playground on a regular basis.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They may care for a maximum of 30 children at any one time, of these none may be under three years. The out of school club is open each weekday from 3.30pm until 6pm, term time only. The provision also operates a holiday play scheme within the school holidays. During these times children may attend Monday to Friday from 8am until 6pm. There are currently 28 children aged from four years to under eight years on roll. There are two members of permanent staff working with the children alongside one part-time member of staff. The manager holds a Diploma in Childcare and Education and has a Degree in Education Studies. The deputy holds a National Vocational Qualification at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide satisfactory learning and development opportunities for children, although do not encourage their contributions to planning activities. Staff have developed appropriate partnerships with parents and the school that children attend. Children's safety and welfare is promoted through some positive practices within the provision. However, specific legal requirements, in relation to risk assessment and documentation, are not being met. Staff use basic self-evaluation systems, though they do not identify thoroughly all the strengths and areas for improvement. Overall, the provision demonstrates a satisfactory capacity to sustain continuous improvement.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 22/02/2012
- ensure records are easily accessible and available for 22/02/2012

inspection by Ofsted (Documentation).

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

- develop opportunities for children to share their ideas and be involved in planning new experiences
- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of outcomes for all children.

The effectiveness of leadership and management of the early years provision

Staff have in place an appropriate range of records, policies and procedures. These help to support most aspects of the Early Years Foundation Stage. For example, there are competent vetting systems in place to check staff suitability. However, staff do not keep all records on site and it is not possible to observe staff's qualifications and attendance at training events. Providers who keep records off site must have prior agreement in place with Ofsted and without this in place, there is a breach of a legal requirement. The staff team demonstrate a sound knowledge and understanding of monitoring children's welfare. There are protocols in place to work in partnership with outside agencies in the interests of safeguarding children. The staff team organise a safe and secure indoor environment for children. This is supported through a regular risk assessment of all areas accessible to the children. Staff demonstrate that they regularly take children to the local adventure playground. However, they are yet to implement a risk assessment for these outings to consider all aspects of children's personal safety. This is in breach of a specific legal requirement.

The staff organise an accessible environment for children who make independent choices from a satisfactory range of resources and equipment. The staff team are adequately deployed to support children's choices of play. There is due focus on promoting equality and diversity. For example, all children are supported to engage within the experiences offered. Children within the early years age group have a designated key person to help support their care and learning. Staff have developed appropriate partnerships with parents to manage children's care within the provision. Discussions with parents demonstrate they are satisfied with the care and play opportunities provided. Parents' comments include, 'my child is always happy to attend and enjoys the activities available,' and 'the staff are always friendly and approachable.' Parents have opportunities to raise comments through the suggestion box, which is always available. The staff establish suitable links with the school that all children attend. This helps to support a continuous approach towards meeting children's individual needs.

Since this is a recently registered provision, systems to support continuous improvement are still in their early stages of fruition. The current self-evaluation systems are not fully secure in identifying weaknesses in the provision. Nevertheless, the staff team demonstrate a reliable capacity to initiate

improvement. They are working in partnership with their local development team to review the quality of services provided.

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

Children confidently arrive into the provision. They immediately engage with the staff and participate within the activities organised for them. Some children attend an art club, which is an extra optional activity. Parents pay an additional cost for their children to attend these sessions. Throughout the week children may attend other optional activities, which include Spanish, gymnastics and Taekwondo. The club employs qualified teachers to lead these sessions. Staff plan a satisfactory range of experiences to support all children's play and learning. Children have appropriate opportunities to engage within both adult-led and self-initiated play opportunities. Discussions with children demonstrate that they are happy to attend the club. Children's comments include, 'I really like the art activities and playing hide and seek,' and 'I like playing table tennis, although this has not been out for a long while.' Overall, children demonstrate that they do enjoy the activities available. However, they also comment that they would like staff to listen more to their ideas and requests for specific activities.

The manager and her staff team demonstrate a suitable knowledge and understanding of the Early Years Foundation Stage learning and development requirements. They are mindful of these when planning activities for the children. Staff are currently developing observation folders for all children in the early years age group. They are aware of most children's interests and plan a range of resources, experiences and activities to promote these. For example, younger children play for extended periods in the home corner. They play purposefully with the dolls as they dress them and take them for walks. Staff plan opportunities for children to access the television and play interactive games. Older children enjoy playing cooperative games such as bingo, which helps to promote their problem solving skills. Children have ample opportunities to read, write and draw, as resources are easily accessible. They enjoy physical pursuits as they energetically play ball games. Discussions with children demonstrate that they enjoy climbing and running in the local park. Consequently, children have ample opportunities to develop their physical skills.

Children are developing an awareness of their personal safety as they learn to behave responsibly in the provision. For example, they are aware of safety rules, such as no running inside the main hall. Staff discuss that ball games must only be played upstairs where there is space to do so. Older children are aware of behaviour rules and intervene when younger children are not sharing resources fairly. Overall, children are developing cooperative behaviour. Children develop positive hygiene habits. For example, they wash their hands before eating and remind each other of why this is important. Children enjoy eating snacks, such as hot cross buns and fresh fruit. They help themselves to drinks, which are easily accessible. Children are developing respect for one another as staff support them to value their differences. Overall, children are learning many positive skills, which

help to set some secure foundations for their future 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?	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