

Cavendish Afterschool Care Scheme

Inspection report for early years provision

Unique reference number	116237
Inspection date	10/02/2012
Inspector	Ileana Shirley-Smith

Setting address	Cavendish School, Edensor Road, Chiswick, London, W4 2RG
Telephone number	0208 995 4228
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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 Cavendish After School Care Scheme has been registered since 1993. It is situated within the grounds of Cavendish Primary School in Chiswick in the London Borough of Hounslow. It is managed by a parents' committee. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 26 children, all of whom may be in the early years age range. There are currently 24 children on roll, three of whom are aged three to five years. Children attend for a variety of sessions. The setting operates from 3.15pm to 5.45pm every day during term time. It shares a room, resources and equipment with the Children's Centre and breakfast club, and has access to the school playground for outdoor play. The setting has access to a variety of school activities. There are three permanent members of staff, all of whom hold appropriate early years qualifications. The setting supports children with special educational needs and/or disabilities, and children who are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children feel safe and secure, enjoy their time and collaborate well in their play and learning. Partnerships with the on-site school are a key strength allowing all children to access varied experiences and have continuity in their learning. Activities complement those offered in school and mostly enhance children's learning and development. The play leader and staff regularly evaluate the provision, upgrade their training and strive to bring about improvements. As a result, the setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve staff deployment to further support younger children's creative thinking skills
- extend the range of creative materials to further encourage young children to express their ideas.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, well-managed and regularly reviewed. All staff undergo checks by the Criminal Records Bureau and receive training to respond effectively to any concerns regarding children's welfare. Staff and children show a good understanding of how to evacuate the premises in the

event of fire because they participate in regular drills. Staff regularly carry out effective risk assessments. They maintain equipment well making it safe for children to use.

The play leader and her staff team regularly evaluate their work and discuss possible improvements. They consider how to integrate new training initiatives into the daily provision to improve outcomes for children. For example, behaviour management training provides staff with effective strategies to support children in a positive way. Staff invite parents to contribute to the self-evaluation and improvement processes, and effectively act on their suggestions.

The setting makes good use of available resources by sharing equipment with the Children's Centre and using school facilities. Staff store resources at low level to allow children to access these easily. Staff are on hand to support children in their play and they create a welcoming and interesting environment. However, staff deployment is not always fully effective in supporting the youngest children's learning.

The setting makes good use of the partnership with the school by organising regular sessions in the school's clubs for all the children. The play leader is also the nursery nurse in the reception class working with the younger children and their families on a daily basis. This arrangement ensures continuity in children's welfare and learning. The setting has a highly positive relationship with most parents, which helps staff to meet children's individual needs effectively. There are clear and accessible channels for parents and carers to communicate with the setting.

Staff actively promote equality of opportunity and plan activities specifically designed to narrow the achievement gap between groups of children. For example, they ensure that boys and girls have equal access to resources so that gender differences do not stifle any aspects of their learning and development.

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

Children clearly enjoy coming to this setting. Staff welcome them warmly and they feel 'at home', being able to choose what they want to do in the safety of the room. Younger children mingle with older children and listen in to their conversations. Older children at times help and support younger children's exploration and play, for example, as they play 'noughts and crosses'.

Children are inquisitive and want to learn to read the letters of the alphabet and the names of far away countries, such as Australia. Some children display very good levels of numeracy as they count puzzle pieces and order uneven numbers. Children demonstrate a good knowledge and understanding of the concept of place as they piece together a puzzle of Europe. The setting organises activities that are complementary to those in school hours. Children play table tennis, participate in the drama club and use the ICT suite on a weekly basis. They use some art resources and materials, although the range available is not extensive,

which has some limitations on children's creativity. Staff spend time playing with and supporting children, although do not always fully extend younger children's learning.

The play leader is the key person for the three younger children on roll. She knows them well from her daily work with them in the school's reception class. This arrangement helps children to feel secure and ensures continuity in their welfare. It also effectively supports children's progress in learning, which the key person regularly notes in their development records.

Children receive good support to learn about health issues in an environment that is well-organised and clean. Healthy snacks are freshly prepared on the premises and served hot. For example, children enjoy scrambled egg on toast and drink with orange juice. Children frequently use the outdoor school playground with its complex climbing frame and apparatus. They are safe on the outdoors structures because staff maintain a generous adult to child ratio at all times and the equipment complies with the latest safety specifications.

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