

Charlton Triangle Kids Club @ Our Lady of Grace Parish Hall

Inspection report for early years provision

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Inspector

Gill Walley

Setting address

Our Lady of Grace RC Jmi School, 145 Charlton Road,
LONDON, SE7 7EZ

Telephone number

07957 786246

Email

akbalmusa@aol.com

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

Charlton Triangle Kids Club at Our Lady of Grace Parish Hall was registered in 2008. The premises are centrally located in Charlton in the London borough of Greenwich. Children who attend the club attend several local schools and some are pupils at Our Lady of Grace School next door. The club is privately owned and managed. The owners also run another out of school club at Charlton Manor Primary School, which is located nearby. The club operates from Monday to Friday, during term time only, from 3pm to 6pm. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend, of whom no more than 16 may be in the early years age group. There are currently 32 children on roll, three of whom are in the early years age group. A minimum of four members of staff, including the owner, are present at every session. There are 10 staff altogether, half of whom have appropriate qualifications to National Vocational Qualification (NVQ) Level 3 and the remaining members of staff are currently qualified to NVQ Level 2. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. It has links with the local authority, the host school and the other schools which the children attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Charlton Triangle Kids Club provides good care overall. Adults mostly have good access to training and all give the highest priority to the safeguarding and welfare of every child. As a result, children feel extremely safe and secure and have every confidence in the adults around them. Good provision is made for the development of children's learning through a wide range of interesting activities, which enable them to progress well. The club works well in partnership with its host school, with the other schools children attend and with parents and carers, to ensure that the needs of all children are met. The manager knows the club's strengths and weaknesses well and effectively reviews its provision so that the club has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- provide further opportunities for new staff to develop their expertise so that they can fully support the children in developing a wide range of skills

The effectiveness of leadership and management of the early years provision

Policies and procedures for the safeguarding of children are comprehensive. Procedures for the vetting of all adults in the club are rigorous. The manager drives ambition well. The club has successfully addressed the issues identified at the last inspection. Parents and carers can now refer to the policies whenever they wish to and fire drills are carried out regularly. Activities are planned for the children based on knowledge of the next steps in their learning. Regular training for staff ensures that there is a high level of awareness of any potential risks to the children, for example, in the transition from the club's base to the playground when staff communicate with one another using walkie talkies. All potential risks are thoroughly assessed and any minor accidents lead to a review of aspects of provision. Consequently, children display a very good awareness of safety issues and understand how to keep themselves safe in a variety of situations. The club's policy for equality and diversity is enacted in its everyday life. Children of all backgrounds play and work well together. Club staff ensure that every child gets the opportunity to be involved in all the activities and none are excluded. The club works productively with the schools the children attend to ensure that it is able to meet the needs of those with special educational needs effectively. Similarly, every effort is made to ensure that those speaking English as an additional language are fully included. This ensures that all children are happy, included and able to make good progress whatever their background or needs. The club works well with its host school to maximise the use of its resources and to discuss operational issues to ensure that it works well on a day-to-day basis. There is also a good sharing of information about those children whose circumstances make them particularly vulnerable. There are good links with the local authority's support officer. Staff also make the most of a variety of training provided by the local authority on a range of topics. The club works very effectively with parents and carers who hold it in high regard. 'My children are safe and happy here' and 'my children love being here' represent comments from parents and carers. The club sends out regular information in newsletters and seeks parents' and carers' views through surveys. Where possible the manager adapts the provision in response to parents' and carers' suggestions, for example about tea-time menus. The club runs extremely smoothly and resources are of good quality and used well. The staff work closely together and through self-evaluation know their strengths and weaknesses well. The manager is aware that the range of training opportunities for new members of staff is not wide enough to extend their skills in developing children's learning. She is also developing systems to record the progress of the children in all areas of their learning. This is indicative of the club's good capacity to maintain continuous improvement.

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

All children show a very strong sense of security and are happy and settled. Routines are well established and the staff have high expectations of children's

behaviour. The children have reward charts to encourage them to make the right choices. Consequently, the club is a very harmonious place and children of all ages and from different primary schools get on well together. The youngest children are confident in the surroundings and behave well. They form positive and trusting relationships with adults and the older children, which is beneficial to their well-being and social development. Children have a very good understanding of what constitutes an unsafe situation and behave sensibly with regard to their own and others' safety, for example when they are playing outdoors. The club's provision enables children to adopt healthy lifestyles well. Children enjoy running and climbing on a range of apparatus as well as skipping and jumping games in the school playground. The club has a very spacious hall for energetic games when the weather is inclement. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. They have a good understanding of the importance of a healthy lifestyle and enjoy making healthy snacks, such as sandwiches, fruit kebabs and smoothies. The range of activities on offer enables all children, including those learning English as an additional language or with special educational needs and/or disabilities, to make good progress towards the early learning goals and particularly in their social development. Adults have a good understanding of the different areas of learning and provide a range of activities to help children progress. These activities vary from day to day so that children get a broad range of experiences in all areas. These include reading stories, construction toys, board games and jigsaw puzzles. Children develop their imagination and speaking skills in the role play area when using dressing-up clothes and also when performing their talent shows. They have access to information and communication technology, which develops good skills for the future in this area. Staff assess individual progress and keep good records, which help them plan for the next steps in children's learning. The staff are interested in the children, for example they talk to them about their day in school and they play games with them. Children are confident and play well on their own and in pairs or groups. They choose activities for themselves and make a positive contribution to the club, for example by devising a code of conduct for each of the sessions. Children develop responsibility, for example around the setting up and serving of tea. They learn about different cultures through celebrating a range of festivals throughout the year and by playing with multicultural toys and games. They learn about their natural environment, for example by collecting leaves for their collages. There are many toys which specifically engage boys, including mini-football and table tennis. Children are prepared well for their future learning experiences.

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