

Croydon Children's Club Learn With Pleasure

Inspection report for early years provision

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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).

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

Croydon Children's Club Learn with Pleasure is part of a chain of five settings, which are privately owned by the same provider. It was registered in 2011 and operates from a self-contained, single storey building. It is located in Norbury, in the London Borough of Croydon.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to offer care to up to 30 children, none of whom can be under the age of two. The pre-school supports children who speak English as an additional language.

The pre-school is open Monday to Friday 9.15am to 12.15pm and from 12.15pm to 3.15pm. There are 13 children on roll. The pre-school operates a lunch club between 12.15pm and 1.15pm. It receives funding for nursery education for children who are three- or four-years-old. Four staff are employed, all of whom have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development; however, systems for observation and planning are not fully effective. Staff have appropriate links with parents and others involved in children's care and learning, which enables them to meet children's individual needs. Children are kept sufficiently safe although staff do not seek parental permission for emergency medical treatment. The pre-school has a suitable capacity for continued improvement but systems for self-evaluation are not yet fully effective.

What steps need to be taken to improve provision further?

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

- request permission from parents to the seeking of any necessary emergency medical treatment or advice (Safeguarding and promoting children's welfare) 16/03/2012

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

- give time for children to pursue their learning without interruption
- develop further systems for gathering information about children's starting

points and for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child.

- develop further systems for reflective practice and self-evaluation to identify the pre-school'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

Children are suitably safeguarded because staff are familiar with steps to take if they have concerns about a child. They liaise with the appropriate agency to help ensure that any concerns are dealt with in the best interest of the children. Staff are vigilant and carry out daily risk assessments to help ensure children are kept safe. Appropriate recruitment procedures means that children are cared for by suitable, vetted staff. Most of the records required for the safe and efficient running of the pre-school are available and up to date. However, staff do not request written parental permission to seek emergency medical advice or treatment. This is a breach of requirement and has the potential to lead to delays in an emergency.

Staff have a generally positive relationship with parents and share daily information about the children's care and learning. They also share information through newsletters and notices. The pre-school seeks the views of parents through questionnaires. Parents comment positively about the support they receive from staff. Links with others, such as schools and children's centres, are well established which promotes a shared approach to children's care and learning.

The pre-school provides resources which are suitable, sufficient for their purpose and easily accessible. The deployment of resources gives some opportunity for the children to learn through play and to make choices about what to do. The selection of resources promotes children's understanding about equality and diversity appropriately.

The pre-school's arrangements to reflect and evaluate on the provision are still in their early stages. Although the leader has identified areas of strength and areas for improvement, she has failed to identify the breaches of requirement. She displays a sound capacity for improvement and is keen to seek further training for herself and the staff.

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

Children settle well, smile as they arrive and quickly engage in free play. Staff and

children interact well together and staff are generally sensitive to children's needs and encourage all to be involved. Children are inquisitive and eager to initiate their play. They explore different activities, such as the water and sand tray. However, they do not always have time to focus on what they are doing because staff move them on to group activities. Children are confident. For example, a child fetches a chair, sits in front of the group and asks to sing a song. Children make a positive contribution to their learning and generally behave well.

Children develop appropriate skills for the future. They engage in activities that promote their ability to solve problems and learn about numbers. They sing number songs, which help them to learn about subtraction, and most of the children can count to ten and beyond. Children's communication, language and literacy skills are developing well and they respond to what they hear with appropriate actions. They enjoy listening to stories and singing songs, especially those with actions. They use their imaginations as they play with the pretend food and a tea set. Staff are still in the early stage of using observations and assessments to plan for children's learning. Their systems for gathering information about children's starting points are not fully effective and their observations of children's progress are not used systematically to plan for their next steps.

Children demonstrate some understanding about their health needs and know that they can have a drink of water at any time. They ask staff to pass them the soap when they are washing their hands because they know that it helps to kill germs. Every day the children play in the garden, enjoying fresh air and exercise. Children enjoy activities that promote their physical development. For example, they show coordination as they pick up large and small items from the floor. They demonstrate they feel safe by the way in which they behave with adults. They are learning about how to stay safe as they practise the emergency evacuation procedures.

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