

Aspire Childcare Project at Ilderton School

Inspection report for early years provision

Unique reference number	EY441061
Inspection date	23/03/2012
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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

Aspire Childcare Project was registered in February 2012. The club operates from Ilderton Primary School and has access to two rooms, the ground and top floor halls, toilet facilities and the school play grounds. It is provided for children attending the host school and the neighbouring Phoenix Primary School (formerly called Eveline Lowe Primary School). The club operates from 3.30pm to 6pm during term time and from 8am to 6pm during the Easter and summer holidays. The club is registered for a maximum of 64 children aged four to eight years, of whom 32 may be in the early years age range, and also caters for children aged eight years and over. There are currently 33 children on roll, of whom 13 are in the early years age range. The club provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language. There are five members of staff, including the manager, who work with the children. Of these two are qualified to National Vocational Qualification Level 2 and two, including the manager, are qualified to level 3. One member of staff has a foundation degree in child care. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting works in partnership with both feeder primary schools and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Aspire Childcare Project after school club provides good care overall and has a good capacity to improve. Good provision is made for the development of children's learning and their welfare through interesting activities, which enable them to make good progress. The club works in partnership with its host school, the other feeder school and with parents and carers, to ensure that the needs of all children are met. The new manager reviews the provision with his staff to identify aspects which could be improved. Overall, adults support children's learning well and children's health and welfare is supported by mainly good policies and procedures.

What steps need to be taken to improve provision further?

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

- improve the procedure for administering medication to ensure it fully supports children's good health, for example, by enabling parents and carers to sign as acknowledgement that their children have received medication
- develop adults' skills in questioning the children to develop their ability to explain their understanding and make predictions.

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding children are robust although parents do not sign the records to show they know when their children have received the medication they have authorized. Procedures for the vetting of adults are rigorous with good induction for new members of staff. Staff know potential risks to the children, for example, when they play outside, and the children are very involved in assessing risks and taking responsibility for staying safe. The club's policy for equality and diversity is evident because children of all backgrounds and from different schools play very well together. The staff ensure they are involved in all the activities available and none are excluded. The club works closely with the host and feeder schools to provide effective support for all children, including those with special educational needs and/or disabilities. This ensures that all children are happy, included and able to make good progress.

The club works well with the host school to use space and resources well, share information about the children and to ensure that it runs smoothly on a daily basis. The children make good use of the school's hall for energetic games when they cannot play outside, and develop good skills in the information and communication technology suite. The staff discuss the children's progress and targets with the class teachers, and use this information well to provide activities and resources which reinforce children's classroom learning. They also share information about the children whose circumstances make them vulnerable. There are good links with the local authority, for example to evaluate the provision and identify improvements. Staff have attended training in safeguarding and first aid. The club works effectively with parents and carers who are very pleased with what it offers. They feel that their children are making good progress, especially in their confidence, social skills and speaking. They are made aware of staff qualifications, daily activities and menus. The staff discuss children's progress with parents and carers each day and encourage children to show their parents what they have achieved. The manager seeks parents' views at these informal meetings. The manager responds to parents' suggestions, for example by providing them with more detailed information in newsletters about the activities the children enjoy. He also asks the children for their views about the topics which interest them most and the toys they would like to play with so that the staff can plan activities which the children will particularly enjoy.

The new manager demonstrates ambition and drives improvement extremely well. The staff work closely together, they are developing their expertise rapidly and their commitment to children's security and enjoyment is evident. They have identified better systems for recording observations of children's learning so that the staff know the children have met their targets and are making consistently good progress in all areas of learning. These systems are designed to enable the manager to monitor the children's progress more precisely. 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

Children are very happy and settled and thoroughly enjoy attending the club. Routines are clear and well established and the staff have high expectations of children's behaviour, which is exceptionally good. The children compete in their table teams and consistent sanctions encourage them to make appropriate choices. Consequently, the atmosphere is calm and relaxed and children of all ages get on exceptionally well together and form trusting relationships with adults. The children have devised rules and staff discuss these with them regularly, for example as they go outside to play. The youngest children are confident and behave well. They form trusting relationships with adults and the older children, which supports their well being and social development. Children are involved very well in decision making to create the club of their choice. Through their Children's Council they have chosen menus and activities as well as deciding what toys they would like the manager to provide. The provision enables children to adopt healthy lifestyles well. Outdoors, children enjoy running, playing with hoops and skipping ropes, climbing on a range of apparatus and playing team games in the school playground. They adopt good habits related to their personal hygiene and understand the importance of a healthy lifestyle. They enjoy cooking healthy snacks, such as pizzas. The children can do their homework if they wish to and the staff support them well with software which helps them to improve their spelling and numeracy skills. The range of activities on offer enables all children to make good progress towards the early learning goals, especially in their social development. Adults understand the learning requirements of the Early Years Foundation Stage and provide opportunities to promote them. These activities vary from day to day so that children get a broad range of experiences across the areas of learning. They include reading stories and playing with construction toys, a sand tray, board games and jigsaw puzzles. Children develop their imagination and speaking skills through role play and dressing up. They have access to information and communication technology which develops particularly good skills for the future in this area. Staff observe children's progress and keep records which help them plan for the next steps in learning. The staff are interested in the children, for example they talk to them about their day in school and praise them for special achievements which helps the children develop self-esteem. The staff support them well although they do not ask specific questions to develop the children's problem-solving and reasoning skills. Children are very confident and play well on their own and in pairs or groups. They choose activities for themselves and develop a very good sense of responsibility, for example by setting up and clearing away after tea. They learn about different cultures through celebrating festivals such as Shrove Tuesday and Mothers' Day, and by playing with multicultural dolls, toys and games. There are many toys which specifically engage boys, including construction, a train set and toy cars. 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	1
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