

Inspirations Out of School Services

Inspection report for early years provision

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Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Inspirations Out of School Childcare Services opened in 2011. It operates from the Royals Youth Club in Rainham in the London Borough of Havering. The Out of School Club serves the local community and is open each weekday between 3pm and 6pm during term and from 8.30am to 6pm during the school holidays. The Out of School Club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The club is registered to provide care for no more than 16 children under eight at any one time, of these no more than eight may be in the early years age range with none aged under two years. There are currently eleven children on roll, two of whom are in the early years age range. There are four members of staff, all of whom hold National Vocational Qualifications in early years to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are met overall and they make satisfactory progress in their learning and development. Children enjoy a sound range of play experiences. However, children have fewer opportunities to access books that promote positive images of diversity or to talk about their own experiences. Children are appropriately safeguarded. Partnerships with parents are sound, although those with other providers are not fully developed. Staff evaluate their practice sufficiently and identify strengths and some priorities for development. They demonstrate an adequate 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:

- support children's growing ability to express themselves and talk about their own experiences
- develop the two-way flow of information with other providers to offer effective continuity and progression for children's learning
- improve the range of resources that help children gain an awareness of the cultures and beliefs of others, for example, books.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory knowledge and understanding of safeguarding procedures help to keep children safe. Staff carry out suitable risk assessments to identify and

minimise risks to children both in the club and on outings. Staff have completed first aid training and all accident records are completed appropriately. All relevant documentation is in place for the smooth running of the afterschool club and holiday play scheme. Adequate resources are available, which children enjoy putting out as they arrive from school. All toys are appropriate for the ages and stages of children's development and are easily accessible to them around the playroom.

Sound partnerships have been made with local schools as staff have attempted to make links with teachers to find out about children's progress and achievements. However, this has not been fully successful to promote continuity in children's learning. Children's individual needs are met as staff record all their details and find out about each child's background. Some toys are available that promote children's understanding of difference, however there are limited books that help them gain an awareness of the cultures and beliefs of others.

Staff have suitable systems in place to evaluate their practice. They identify areas for future improvement, such as the need to offer children more trips in the local community. Staff speak to parents daily about their child's time at the club and provide them with newsletters to keep them up-to-date with news and information about the club. Staff gain all necessary information about their child prior to them starting at the club to help them meet the children's individual needs.

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

Children learn about safety at the afterschool club by listening to staff and learning behaviour rules. Older children help younger ones and children play well together. They share and take turns and help staff carry toys from downstairs to the playroom upstairs. Children take responsibility for setting out toys safely on tables and on the floor. Children learn about road safety when going out on trips after school as they know the dangers of not crossing the road properly.

Children learn skills for the future as they handle programmable toys, including their own that they bring with them to the club. Children learn about healthy lifestyles as they take part in outdoor play. They run around, jump and climb and talk about what happens to their bodies when they exercise. Children are offered adequate healthy options during snack time and staff talk to children about what they would like to eat afterschool.

Staff have a sound understanding of how children learn and develop. They offer children an adequate range of play experiences that interest them and help them learn. Children understand right from wrong and they are considerate during play. Children interact well with each other and staff, and have built friendly relationships. Children sit quietly and concentrate when writing words. Most children speak clearly and enjoy taking part in discussions, whilst sitting around

the table. However, staff do not always use this time to get to know children better through, for example, encouraging them to talk about their own experiences.

Children can recognise numerals one to nine and take part in counting games. They enjoy building and construction, selecting appropriate resources and adapting their work where necessary. Children enjoy outdoor play and going on different trips, walking to local places in the community. They visit local nature trails and parks and this means they learn about their own environment. Children enjoy colouring and painting which develops their creative skills.

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