

Childcare Solution

Inspection report for early years provision

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EY319194

Inspection date

24/04/2012

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.

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Description of the setting

Childcare Solution is one of two out of school provisions run by a private individual. It operates from a church community centre in Walthamstow in the London Borough of Waltham Forest. Children have access to an outdoor play area. It is open each week from 8.00am to 9.00am and 3.15pm to 6.15pm during term time.

The club is registered on the Early Years Register. A maximum of 50 children may attend the club at any one time, no more than 15 may be in the early years age group. There are currently 10 children from four to under eight years on roll. The club also offers care to children aged over eight years to 11 years. The club is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, all of whom hold early years qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is effectively promoted overall, although the requirements for maintaining records and providing parents with certain information have not been fully met. The staff understands and responds to children's individual learning and development needs enabling children to progress well. Strong partnerships between the staff, parents and the school fully promote children's continuity of care and their development. The club has made good improvement since the last inspection, demonstrating a good capacity to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide the procedure to be followed in the event of a child going missing to parents (Safeguarding and promoting children's welfare) 08/05/2012
- maintain the daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 25/04/2012

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

- incorporate parents' views on the care and education you provide as part of

the club's self-evaluation process in order to enhance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as child protection procedures are fully understood and implemented by staff. The security is good ensuring that children are unable to leave the premises unsupervised and that unwanted visitors do not gain access to children. There are efficient recruitment procedures in place. All staff hold a relevant childcare qualification and understand their role and responsibilities. This helps to support children within the setting. The deployment of resources is good. For example, all children in the early years age range are assigned a key person, which ensures their careful supervision and constant support throughout the session. The premises layout is appropriately organised promoting children's independence and enabling them to move freely between the rooms to participate in different activities. Good daily routine ensure that children understand the need for good personal hygiene. All mandatory records for the safe and effective management of the club in order to promote children's welfare is in place, though daily record of attendance is not always well maintained in line with requirements. Regular risk assessments indoors and outdoors enable the children to enjoy their play in a safe environment.

The staff demonstrates a good understanding of equality and diversity as they treat children as individuals, plan activities that are tailored to children's needs, encourage children to make choices about their play and provide activities resources that reflect positive images of diversity. Children benefit immensely from the club's close links with the school. Members of the staff team meet with the head teacher each term to exchange information about the children's general welfare, events and topics. This sharing of information enhances children's learning as the staff incorporates the school's themes into the weekly activity plan. Relationships with parents are friendly and supportive. The club gathers relevant information from parents before children are placed in the club. This enables the staff to have a good knowledge of children's needs at the earliest opportunity. Staff give daily feedback to parents about their child's time at the club and they ensure parents know how their children are progressing. A suggestion box is available in the hallway for parents to post comments and ideas for the provision; however, the club has not yet considered using parents' views as a part of their self-evaluation process.

Overall, the recommendation raised at the last inspection has been successfully implemented, for example, the club has updated their safeguarding policies to be in line with current legislation and they have developed systems for dealing with complaints and assessing children's learning and development. In general, the club have appropriately responded to the recommendation to improve parent's accessibilities to the policies as a number of policies have been included in the recent revised version of the club's handbook; however, the procedure to be followed in the event of a child going missing is not available to parents, as required. The manager has a good understanding of the club's strengths and together with the leader has identified future targets to improve the outcomes for

children.

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

Children arrive happily into the club at the end of the school day. They settle very quickly into the routine. Children show that they are eager to take part in the daily routine and the activities available and accessible to them. The children are friendly and cooperative with each other. They share positive relationships with staff who are attentive to children and support them in their play. They are keen to help out with daily tasks such as helping to set up the table for snack and tidy up without prompting. Children make a positive contribution to the smooth running of the club. Children develop good personal skills such as making choices about what they would like to eat at snack time; selecting toys and equipment for themselves and making suggestions about their play. Children help in setting up the ground rules. They benefit from the praise and encouragement they receive and the ground rules that are consistently applied.

Children move around freely between the different rooms investigating their environment and exploring the broad range of materials that are available. There is a good balance of child-led and adult-led activities throughout the session. Staff's good knowledge of the Early Years Foundation Stage requirements enable children to progress well in their learning and development. For example, the staff assigned as key persons to the early years children make good use of assessments to identify children's abilities and plan for children's learning. Children speak confidently to their peers and adults. They enjoy looking at books and spend time reading and sharing books with their friends. Children's numeracy skills are well supported through board and card games. They make mathematical patterns when creating hand and finger prints and also when developing knitting skills. Children investigate using their senses. They discuss similarities and differences when experimenting with objects that float or sink in water. Children use their imagination and express their ideas in a number of ways. They act out real life experiences during role-play. Children learn about themselves and the world around them through activities, and participating in the celebration of Chinese New Year and Easter.

Children's understanding of healthy lifestyle is good. The menu plans show that the children attending the breakfast club are offered a range of healthy breakfast each day. Children receive a wide variety of snacks that help them understand foods that are good for them. At snack times, children choose from a variety of food that includes celery sticks, cherry tomatoes, bread sticks, chicken slices and dried raisins. Fresh drinking water is available at all times and children confidently help themselves. Children engage in a good range of physical activities each day. This also includes a weekly visit from a sport tutor which enhances children's opportunities to take part in a variety of sports activities. These physical activities help to keep children healthy. Children take responsibilities for keeping themselves safe as they and the staff regular practise fire 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?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 25/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 25/04/2012