

# Royal Docks Learning & Activity Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY294015
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Linda du Preez

<b>Setting address</b>	Royal Docks Learning & Activity Centre, Albert Road, LONDON, E16 2JB
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<b>Type of setting</b>	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**

Royal Docks Learning & Activity Centre Out of School Care registered in 2004. It is run by Royal Docks Learning & Activity Centre Board of Trustees and is situated in a residential area of Woolwich, in the London Borough of Newham. The centre operates from five rooms which consist of a large sports hall, cafe, games room, rest/TV room, art room and a secure enclosed outdoor play area. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a total 35 children aged under 8 years. Care is also provided for children over eight years. There are currently 17 children aged from five to eight years on roll. The out of school centre is open each weekday from 3pm to 6pm, term time only and a holiday play scheme is open from 8.30am to 6pm during school holidays. There are also open access sessions from 10am to 4pm during school holidays. The centre currently supports a number of children who are learning English as an additional language. The centre employs six members of staff, including the manager, four of whom hold appropriate qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development in this welcoming centre where staff value children as individuals. The staff team sufficiently safeguard children who are suitably cared for in a clean environment. The staff team have established good working relationships with parents who are kept informed of their children's daily routines. Staff liaise adequately with primary schools to enhance continuity in care although there are missed opportunities to share information to enhance learning and development. Management evaluate the group through discussions and meetings although lack of consistent approach has meant that key areas for improvement are not always acted upon. For instance, resources are not freely available to support children's self-chosen play, especially for Information and Communication Technology (ICT), mathematics and imaginative play. The centre demonstrates a satisfactory capacity to maintain improvement.

## **What steps need to be taken to improve provision further?**

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

- provide opportunities for self-chosen activities so that children are able to make their own choices and take the initiative in their learning and play
- increase ways of enabling children to develop skills for the future, such as

- providing a range of mathematic resources and ICT equipment
- extend ways of encouraging children's imaginative play through role play and small world activities
- develop the arrangements for sharing relevant information with practitioners in other early years settings that children attend in order to ensure effective continuity and progression.

## **The effectiveness of leadership and management of the early years provision**

Effective recruitment procedures mean that staff undergo checks to assess their suitability to care for children. The staff team carry out risk assessments on a regular basis to check that children have a safe and secure environment in which to play. There is a written safeguarding policy in place and staff have sound knowledge of correct safeguarding procedures as relevant information is displayed around the centre and they attend regular training. Furthermore, staff practise the emergency evacuation procedure so that everyone is aware of how to keep safe in an emergency.

During staff meetings and discussions, staff review the sessions and discuss potential improvements as part of their self-evaluation. They are keen to further improve the group and all previous recommendations have been implemented. They acknowledge the need to update resources and provide a more enticing environment for younger children although not all areas identified have been followed up. . The small staff team work well together. They deploy themselves effectively and plan a balanced range of play and practical activities.

Children have access to a range of resources that promote most areas of their learning and development. However, staff often make choices for children which places restrictions on opportunities for children to initiate their own play. Furthermore many resources and activities are suitable for older age groups and do not promote learning and development in the Early Years Foundation Stage. The caring staff team have thorough knowledge of children's background information to enable them to meet their individual needs. They effectively promote equality and diversity by displaying positive images of people from different backgrounds around the centre and celebrating cultural festivals in interesting ways. For example, children learn about families around the world and experience a variety of celebrations, costumes and traditions. Children enjoy learning about their own and each other's background and make bright colourful flags, which staff display around the centre. This demonstrates how the centre is committed to valuing individuals and making all people feel included.

The staff team sufficiently liaise with local primary schools to ensure that the collection procedures run smoothly. However, they do not share information with class teachers to promote positive channels of communication to enhance continuity in children's care and learning. Parents say that they are very happy with the centre. Many parents comment on the high standard of interesting activities that their children enjoy and the caring approach of the staff team. Staff respond positively to the feedback given by parents and welcome their ideas. For

example, they responded to parents requesting a richer variety of food on the menu by providing a wide variety of foods similar to what children enjoy at home.

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

Children are enthusiastic and eager to participate in the activities. They have a special person responsible for helping them to settle and for monitoring their individual progress. Children have a mostly positive attitude towards learning as they join in games and make friends with children of all ages. Children are confident and express themselves well. For example, they talk about their experiences from home such as going for haircuts with the family and activities they have enjoyed at the weekend. Throughout their time at the centre, children are mostly busy and involved in activities. The learning environment adequately helps children to progress in most areas of learning as they have some opportunities to explore and learn through play.

Children benefit from some toys and equipment that help them to develop skills for their future, such as practising their writing skills using pens, paper and crayons. However, younger children do not use the available computers to develop their information technology skills and mathematical resources are limited. Children develop independence through use of dressing-up clothes, but lack of role-play equipment and small world toys mean that they have limited opportunities to play imaginatively. Children are however, able to express themselves creatively as staff ensure that suitable resources are available to them, such as paints, pens, collage and a wide range of materials. Staff place a value on what children have to say and demonstrate this by adapting planning to focus on children's interests. For example, children show an interest making cards for their family, so staff supply materials for them to create bright cards using glue, glitter, drawing material and collage.

Children have a good understanding of healthy life styles. They wash their hands after toileting and prior to eating. They have the opportunity to take part in outside play and physical activities. Furthermore, children benefit from high standards of physical exercise from an experienced instructor who teaches them the value of healthy living and positive exercise. Children behave well; they are very polite towards each other and staff. They are familiar with the routine of the centre and feel safe, as the premises are secure and visitors ring a buzzer to gain entry. Staff encourage children through praise and recognition of their efforts and children respond with a positive approach in their attitude. As a result, children feel valued and develop self-confidence.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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