

Grass Roots Play

Inspection report for early years provision

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Inspector

Debbie Buckingham

Setting address

Oakthorpe Primary School, Tile Kiln Lane, London, N13 6BY

Telephone number

07769 536 416

Email

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

Grass Roots Play is an after school club that registered in 2006. It is run by a private partnership and operates from a large hall within Oakthorpe Primary School in Palmers Green in the London Borough of Enfield. The after school club is open from 3pm to 6pm each weekday, term time only. All children share access to a secure enclosed outdoor play area. The after school club is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. The After School Club is registered for 32 children between ages of four to eight years; currently 46 children are on roll, of which 15 are between the ages four and eight. No children may be under the age of four. The after school club supports children with special educational needs and/or disabilities and children who speak English is an additional language.

The after school club employs four members of staff who work directly with the children, three of whom hold appropriate early years qualifications. One member of staff is currently working towards an early years qualification. The after school club is exclusively for use by children attending Oakthorpe School.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The club welcomes all families, and children really enjoy the time spent there, making excellent progress in their learning. Staff plan exciting and thought provoking experiences that are personalised to meet children's individual needs. Staff fully understand the safeguarding procedures and, overall, children engage in exceptionally healthy practices. Self-evaluation identifies areas for further development highly effectively. As a result, the staff show both enthusiasm and ability to maintain excellent on going improvement. Staff have strong and supportive relationships with parents, which promote strong continuity of care and learning; generally, links with outside professionals are good.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing use of the outdoor space by providing children with daily access to it, unless circumstances make this inappropriate
- develop further partnerships with other early years providers, such as the school's Reception staff, to promote continuity and coherence in children's learning and development between the provisions

The effectiveness of leadership and management of the early years provision

All major aspects of the steps taken to safeguard children are excellent. There is comprehensive awareness of safeguarding procedures among club staff, who receive extensive regular training. To vet all staff, the management undertakes rigorous recruitment and induction procedures and checks that they are suitable for work with children. These procedures make certain that members of staff are suitable for their role. The environment is extremely safe owing to robust risk assessment. Comprehensive policies and procedures are implemented consistently and robustly, and reviewed carefully by all children, families and staff. Children display excellent awareness of how to keep themselves safe and of safety issues.

The manager is highly motivated to drive further improvement, and conveys her vision successfully to all staff through regular meetings. Staff undertake necessary training to gain the appropriate skills and expertise to support children's learning and development; they are highly motivated to continue to gain qualifications. Extensive, accurate evaluation of the club is undertaken by the management, in conjunction with staff members, incorporating the views of parents and children. In order to ensure everyone in the club promotes equality and diversity, the management undertakes comprehensive reviews in collaboration with all staff. The club targets areas for change successfully, which demonstrates the management's determined drive for continuous improvement. Successful implementation of the recommendation from the previous inspection has improved outcomes for children, as they now have a quiet area to use when they need to rest after the busy school day. Outcomes for individual children are excellent. Valuable monthly staff meetings focus on evaluating children's needs in order to provide a play environment that continually reflects these.

The spacious hall allows the provision of many resources. These are used highly effectively in supporting children's exploratory and investigative play, although outdoor play equipment is not so readily accessible to children on a daily basis. The deployment of staff is highly effective in supporting children's progress. The large hall facilitates experiences that meet the full range of children's needs. Equality and diversity are at the heart of the club's work. Management make sure staff understand very clearly the requirements to promote equality at all levels. Effective arrangements are in place to support children with special educational needs and/or disabilities. Some families with English as an additional language require support in accessing and understanding information, therefore, necessary documentation is translated to make sure communications are as effective as possible.

Relationships with parents are positive. Their views are sought over the club's practice and organisation, which has led to the introduction of a helpful 'problem page'. Parents are informed regularly of their child's activities in useful discussion with their key person. Parents particularly value the 'achievement award' scheme that they feel promotes their children's self-esteem and confidence.

Communications with school staff contribute generally effectively to children's well-being. All children in the club attend the school so it is easy to pass on messages in regard to children's welfare. Liaison with Reception staff is less effective in helping club staff provide experiences to complement the children's school day.

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

The children are very well cared for in a welcoming, inclusive and child-friendly environment. Staff demonstrate an exceptional understanding of the Early Years Foundation Stage; this knowledge helps them provide experiences to cover all the required areas of learning. Children engage in a wealth of suitable activities that support self-challenge and individual learning. Children thoroughly enjoy exploring space and shapes by combining construction materials as they wish. Staff support and extend children's play by providing a fascinating range of tools and natural materials. Children use these as they wish to create a wigwam, eagerly decorating it using paints. The wigwam provides a wonderful space for children's imaginative play. A large painting area further fosters children's creative development, where they can practise skills learnt during the day in school, however, staff do not necessarily know what these are. Children delight in using the extensive range of equipment and toys presented on floor mats, which include multicultural dolls to help children value diversity. Children's progress is excellent in learning about the wider world as they talk about and celebrate one another's special festivals and celebrations. They use an extensive range of resources that reflect the diversity of people within their community, including books and topic boxes. Additionally, children use a vast selection of books available in the adjoining library, which encourages them to read and practise new skills.

Children are extremely happy and secure, and have a strong sense of belonging. Their behaviour is exemplary because they enjoy what they do and because staff use consistent methods of managing any unwanted behaviour. Children behave in ways that are safe for themselves and others. The staff organise the room safely providing an excellent mixture of child-led and adult-led activities to promote play, exploration and learning. Children are developing excellent relationships with others and form strong friendships. The 'buddy system' supports those children who are new to the club. Children work very well independently. Topic boxes provide children learning English as an additional language with special activities; these engage their imaginations and stimulate involvement, so all are included and busy.

Most children have an excellent awareness of healthy eating. For example, in connection with their snack a 'healthy treat day' encourages children to bring in a healthy snack and they are rewarded by a certificate. Parents have welcomed this initiative commenting 'my son loves getting these' and 'it's fantastic'. Children adopt good personal routines, such as independent hand washing and understand the importance of drinking water, helping themselves when thirsty. Children cook

English dishes as well as a variety of dishes from around the world, eagerly talking about what foods 'keep us healthy'. In the outdoor environment, children skilfully engage in the use of climbing and balancing equipment, benefitting from the exercise and fresh air.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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