

Carpenters & Docklands Centre

Inspection report for early years provision

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Inspector	Clair Stockings
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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

Carpenters and Docklands Centre was registered in 1994. It operates from the Carpenters and Docklands Community Centre in Stratford in the London Borough of Newham. A secure outdoor play area is available. The club is registered to provide care during the school holidays. During term time it is open each weekday from 7.15am to 9am and 3pm to 6.15pm. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children aged between five and eight years may attend at any one time. There are two children on roll in the early years age group. The club supports a number of children learning English as an additional language. There are five members of staff, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers an inclusive play environment for children where they enjoy a variety of opportunities to explore creativity and develop new skills. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. Mostly, children have good opportunities to develop their independence through a stimulating range of play experiences. Staff evaluate their practice effectively and work towards maintaining good continuous improvement for the benefit of all children.

What steps need to be taken to improve provision further?

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

- Consider ways to extend children's independence at mealtimes.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are effective as staff have a good understanding of local safeguarding procedures. They are aware of the process to follow should they have any concerns about a child in their care. Training on safeguarding children is updated on a regular basis. Recruitment and vetting procedures are effective to check that adults caring for children are suitable to work with them. Children's safety is a priority. Regular risk assessments are carried out and action taken promptly to remove any potential hazards. This means that children are able to move safely and freely around the club.

Staff have good knowledge to support the development of the children effectively and make sure they have fun after school. Good use is made of the environment to provide children with a broad range of activities both indoors and outdoors. An interesting variety of toys and resources are available each day. The established staff team provide a warm and friendly environment for children to learn through play.

Good relationships exist with parents. Parents are kept well informed about the club through the use of newsletters and accessible written policies. All relevant information is gathered from parents when children first start. Appropriate consent and permission from parents is reviewed at regular intervals. This promotes the continuity of care for children. Parents speak warmly of the staff and are very satisfied with the care provided. Staff liaise well with the children's schools, allowing for continuity of the children's individual learning and development. Staff promote inclusion well, for example by planning activities that use positive images of cultural diversity. This helps to give children and families a strong sense of belonging. The staff team provide effective support for children learning English as an additional language. Staff ensure all children are included and involved in the activities offered, by taking into account their individual interests and developmental needs.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. Staff regularly evaluate the service they offer and have clear plans for improvement in place. For example, they are currently extending the free-flow of the outdoor area in order to maximise children's use of the sensory garden. All recommendations from the previous inspection have been successfully met. For example, attendance records are now accurately completed, which promotes children's welfare.

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

Children explore, play and learn in a safe and secure environment. Children settle well into the routine of the club having arrived straight from school. They enjoy selecting from the broad range of activities on offer and become happily involved in their play. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through staff's positive engagement with them. Staff have a thorough knowledge of the children for whom they are responsible and talk in detail about what these children can do. Staff's warm and purposeful interaction nurtures children's emotional well-being. They apply clear, consistent boundaries and consequently children's behaviour is good.

Children gain a good knowledge and understanding of the world. They enjoy dressing up in a range of clothes reflecting other cultures. This helps children to learn positive attitudes to diversity and difference. Visits to a nearby park and library provide opportunities to learn about features of the local community. Children's knowledge of the wider world is extended through exciting outings to

the seaside and butterfly park.

Children's creative development is effectively promoted. For example, children take pleasure in designing and creating an Olympic Games display using a varied range of resources. Children have ample opportunities to write for different purposes and can independently access a wide range of writing resources. This supports children to successfully develop their early writing skills. Animated conversation between staff and children throughout the session successfully enhances their language development. The range of information, communication and technology includes a keyboard, computer and battery operated toys. These enhance children's ability to acquire and apply the skills required for their future lives.

Children develop a good understanding of how to lead a healthy lifestyle. Nutritious and healthy food, which includes fruit and vegetables, is provided at mealtimes. However, currently, staff do not maximise opportunities for children to develop independence skills by pouring their own drinks or helping in the preparation of meals and snacks. Children are developing a good understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet.

Children display a strong sense of belonging to the club. For example, they help to tidy away during the session, supported by staff. They show a mature response to taking responsibility for their own and others' safety. Older children provide good role models to the younger children. During play, children listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff.

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:	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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