

South Grove YMCA After School Club

Inspection report for early years provision

Unique reference number

159438

Inspection date

16/05/2012

Inspector

S Campbell

Setting address

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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

South Grove YMCA After School Club was registered in 2001 and is one of the many out of school provisions managed by Forest YMCA. It operates from a portacabin in the grounds of South Grove Primary School, which is situated in Walthamstow in the London Borough of Waltham Forest. All children share access to an enclosed outdoor play area.

A maximum of 25 children from four years to under eight years may attend the setting at any one time. There are currently four children the early years group range on roll. The setting also provides care for children over eight years. Children who attend the after school club are pupils of South Grove Primary School.

The setting is open from 3pm to 6pm Monday to Friday term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs three members of staff. Most staff, including management hold appropriate early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are cared for in a warm and secure environment. The setting has gathered relevant information about children's individual needs and backgrounds, which promotes inclusion and promotes their welfare. All children's welfare is further promoted, because most documentation is well maintained. Effective steps have been taken to address the recommendation made at the last inspection, and through the ongoing support of management, staff are developing a culture of reflective practice, which demonstrates a good capacity to maintain continuous improvement. The setting has established effective links with both parents and children's schools to ensure that their care, learning and development is supported.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment)

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

- develop procedures so that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- review the planning of outdoor experiences to create a stimulating environment that offers a range of activities which will encourage children's interest and curiosity outdoors.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the child protection procedures and their role in safeguarding to effectively promote children's welfare. Most documentation is well maintained, which further promotes children's well-being. Children are cared for in a safe environment. Although daily risk assessments are carried out, they do not always include all required information; for example, who carried it out. Relevant policies and procedures are in place and they are regularly reviewed in partnership with the management team. They are also readily available for parents to view, which further promotes children's welfare.

Staff have developed good relationships with parents. Children's developmental records are readily accessible, enabling parents to view them at their leisure. The setting values parent's views and obtains them by the use of questionnaires. Subsequently, staff have reviewed the arrangement of the menu to ensure children who attend on specific days are offered a varied choice. This further promotes good partnership working. The staff have established effective links with the school's Out of School Service Coordinator. This means they are able to fully support children's learning.

Children are cared for by suitably trained and vetted staff. They work well as a team to ensure the day runs smoothly and efficiently. Staff regularly attend core courses to support their current practice and children's welfare; for example, first aid, behaviour management, safeguarding and food hygiene. There are processes for self-evaluation, and through the ongoing support from management, areas for improvement have been identified. Subsequently, staff are also working towards developing more cooking activities to support children's learning. There is a good range of resources available to support children's learning and development. Throughout the day, staff effectively support children's independence by encouraging them to make decisions about what they would like to play with. Through planned topics, discussions and trying different cultural foods, children are developing a good understanding of similarities, differences and the wider community in which they live.

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

Children are cared for in a relaxed and friendly environment. They take part in a varied range of activities to support their learning and development. Staff have developed good links with children's schools to extend their learning and development. The current topic is the 'Jubilee'. Children take pleasure in making various pictures to add to their display; for example, a corgi, crown, diamonds and flags. Staff undertake observations and assessments to support children's learning and development. Subsequently, they have been working towards obtaining left handed resources to support children's individual needs. This effectively promotes inclusion. Staff plan activities in partnership with the children. This effectively supports their individual interests.

Children are well behaved and polite. They automatically say "goodbye" to staff and adults on their departure. To promote consistency, the setting has regard for the school's golden rules, which effectively encourage children's understanding of right from wrong. The children are interested in the activities on offer and benefit from engaging in role play activities with their friends, using, for example the doctor's kit. They enjoy playing with surgical gloves, masks and hats. Others lie under a blanket and pretend to have a broken arm. They also pretend to have injections administered by their friends. Children take part in a varied range of art and craft activities to effectively promote their imaginative skills; for example, making a 'guess who' sensory box, puppet theatre and peg dolls. This also enables children to build and construct with a purpose in mind, using a variety of materials. Children are able to explore some features of living things to support their learning, because they take pleasure in growing 'grass heads'. Children have access to a wide range of toys to effectively develop their problem solving and mathematical skills, such as board games and puzzles. They also use tills, calculators and toy money when taking part in role play activities.

On the whole, children's physical skills are developing well, because they enjoy staff-initiated games when outdoors, such as a 'treasure hunt'. Upon their return to the portacabin, they display excitement when informing staff what they have found, for example a blue, green, red, silver and yellow diamond. However, they do not always have access to additional resources to support and challenge their learning when outdoors. Children are gently reminded why they should not run when using the outdoor stairs, because they may trip and hurt themselves. However, fire drills are not always regularly undertaken to ensure children are familiar with the procedures to follow in the event of an emergency evacuation. Children's good health is promoted well, because they receive healthy snacks, which include a variety of fruits and raw vegetables. Children are familiar with the daily routine, because on their arrival to the setting they automatically wash their hands. This effectively reduces the spread of cross infection.

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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