

# Children Making a Change After School Project

Inspection report for early years provision

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<b>Unique reference number</b>	137775
<b>Inspection date</b>	11/06/2012
<b>Inspector</b>	Emma Power

<b>Setting address</b>	Gladstone Park Primary School, Sherrick Green Road, London, NW10 1LB
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<b>Email</b>	
<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

The Children Making a Change After School Project was registered in 1997. It is a privately run provision based in Gladstone Park Primary school in the London Borough of Brent. The provision is open from 3.30pm to 6pm during term time and from 8.30am to 5.45pm during the school holidays.

The provision is registered for a maximum of 24 children on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides a service to children aged between four and 11 years who attend the school.

There are currently 47 children on roll. Of these, nine are in the early years age group. The provision supports children learning English as an additional language.

Children have access to a ground floor hall and first floor library and a large purpose built sports and events community hall. There is an enclosed playground for outdoor activities.

A team of three staff work with the children, two of whom hold a recognised qualification in early years childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed in to the provision and enjoy their time at the after school club. Children make good progress in most areas of their learning and development. Good relationships with parents and the school mean staff meet children's individual needs consistently. Staff follow policies and procedures to safeguard children's welfare effectively. Management and staff use reflective strategies to evaluate their provision, thus maintaining high expectations of continuous improvements.

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

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

- provide more opportunities for children to choose their own resources to further encourage their independence skills
- organise further relevant activities indoors for energetic play.

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

Arrangements for safeguarding children are robust. Staff follow comprehensive policies and procedures to keep children in their care safe. They contact parents without hesitation when a change arises in a child's usual after school routine. Staff complete effective daily checks on the play environment. They record and deal with hazards as they arise. Staff are suitable people to work with children as recruitment and employment procedures are thorough. Staff are able to recognise when a child is at risk and demonstrate a clear understanding of how to protect children's welfare.

The environment where children play is safe and well cared for. Staff use a good system to plan the layout of the provision using different 'zones' for the children to relax, socialise and play in. Available resources are of a good quality, fit for purpose and support children's learning and development. Older children regularly access a cupboard to choose from a wide variety of games and toys. Although, this is not easily accessible to younger children to further encourage their independence. Staff encourage children to ask for resources, therefore, there is not a significant impact on children's outcomes overall.

Staff form positive relationships with parents and this means staff have a good knowledge of children's individual needs. The provision welcomes children from all backgrounds and cultures. Staff plan celebrations for a range of cultural festivals to support children's individuality effectively. They prepare snack menus thoughtfully to include food that reflects the diverse nature of the club, providing children with Caribbean buns, olives, and pitta breads.

Parents speak highly of the provision describing how staff are supportive and approachable. Staff welcome parents warmly as they arrive and discuss the children's time at the provision. A diary system is in place to pass on information from school, which staff use effectively. Management and staff encourage parents to share their views about the provision and management use this information when making decisions about the service they provide. Management have a well-established relationship with school communicating regularly to further promote children's achievement and well-being.

Management consistently communicate high expectations to staff about securing improvements. The staff team meet weekly to plan and reflect on their practice to improve outcomes for children continually. Staff take children's views of the provision into consideration through thoughtfully designed questionnaires, along with the views of parents and of the school. Staff and management have successfully implemented recommendations from previous inspections and management is confident in knowing what the provision needs to do to improve further.

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

Children enjoy their time at the after school provision. They enter the school hall confidently, eagerly asking staff what they will be doing today. Staff plan the environment and activities to provide overall good support of children's learning and development in all areas. Good systems are in place to observe children and staff keep clear records of children's favourite activities to support their individual interests. Overall children make good progress towards the early learning goals.

Children are thoroughly involved in the running of the provision actively helping set out plates and cups for snack time. The staff are friendly and approachable and children happily discuss their day at school while helping the staff to set up activities. Children are happy and settled because of the strong relationships they form with staff. Children are confident and behaviour in the provision is good. Older children support their younger friends by pouring their drinks. Children wait patiently for their turn of a new toy.

Staff plan a wide range of activities to interest children and allow them to unwind and relax after a day at school. Children have great fun making play dough. They measure out ingredients, choose colours, and mix it all up. Children explore the texture of the dough and practise skills in shaping and manipulating dough to make models. Staff sit at tables supporting and interacting sensitively with children while they draw and colour in pictures. Resources are available to teach children about the wider world. Children enjoy styling the hair on dolls that reflect a variety of cultures. Staff plan to widen children's experiences and organise a visit from a mobile zoo. Children develop good skills for the future learning through all these experiences and more.

Staff know the children in their care well and children have a designated member of staff to care for them. Children develop a sense of belonging in the provision and know the expectations for behaviour. Rules created jointly by staff and children are displayed and staff gently remind children of them. Children move around the school hall safely and demonstrate an understanding of safe play. Children share and play cooperatively with remote controlled cars navigating them carefully around the school hall.

Children show a good awareness of being healthy. They follow hygiene routines without prompts from staff, washing their hands before their snack time and after messy play. Staff provide the children with a healthy snack and children choose healthy options of carrots and cucumbers. Children discuss healthy eating and describe the fun they have cooking healthy food with the staff. Staff support and encourage children to play physically and the outside area is very well equipped with a large climbing frame. Inside space is available for children to play energetically however activities to promote this are not as well developed, apart from a planned dance session once a week.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

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