

Sussex Way Extended School

Inspection report for early years provision

Unique reference number

EY347561

Inspection date

04/05/2012

Inspector

Clair Stockings

Setting address

Duncombe Primary School, Sussex Way, LONDON, N19 4JA

Telephone number

0207 2725620

Email

success@duncombe.islington.sch.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sussex Way Extended School was registered in 2007. It operates from St Mark's School and Duncombe Primary School in Upper Holloway in the London Borough of Islington. A secure outdoor play area is available. The club opens each weekday from 3.30pm to 6pm during term time only. A maximum of 32 children under eight years, of whom none may be under three years, may attend at any one time. The club also provides care for children aged over eight. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club supports a number of children learning English as an additional language. There are six members of staff, of whom three hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a stimulating play environment for children where they enjoy a variety of opportunities to explore creativity and develop new skills. A key strength of the club is its inclusive approach and staff offer good support for children with special educational needs. They promote children's welfare effectively, working in liaison with parents to ensure that children's care and learning needs are met appropriately. Overall, the manager and staff team evaluate their practice in order to work towards continuously improving outcomes for children.

What steps need to be taken to improve provision further?

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

- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's individual needs.

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 which help 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 through the use of email, 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. There is some useful daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children well. Parents speak warmly of the staff and are very pleased with the care provided. Staff liaise well with the children's school, 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 all families a strong sense of belonging and being valued. 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. Systems have been introduced to encourage staff to evaluate their practice and set relevant targets for the future, for example, through regular staff meetings and monthly evaluation of the daily activities. These systems, although useful, are not fully established to drive improvement in outcomes for children consistently. All recommendations from the previous inspection have been successfully met. The complaints policy now includes the relevant contact details for Ofsted.

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. The warm and purposeful interaction of staff nurtures children's emotional well-being. They apply clear, consistent boundaries and consequently children's behaviour is good. Staff support children in solving disputes and taking turns and they play harmoniously alongside others. Children show a mature response to taking responsibility for their own and others' safety. During the walk to the nearby leisure centre, they listen carefully and adhere closely to the instructions of staff.

Children successfully develop their physical skills as they climb, slide and balance when using the soft play area at the leisure centre. Children can choose to develop their skills in football, tag rugby and running at weekly coaching sessions.

Staff plan a range of activities to promote children's creative development effectively. For example, children create their own bead designs. They have ample opportunity 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. Children have access to good quality information and communication technology. This contributes effectively in helping children acquire and apply appropriate skills for their future lives.

Children's knowledge and understanding of the world is promoted well. They are able to participate in a wide range of cultural activities and learning experiences to help them develop positive attitudes to diversity and difference. Exciting outings to the local park and leisure centre provide opportunities to learn about features of the local community and the wider world.

Children develop a good knowledge and understanding of how to lead a healthy lifestyle. Through daily fresh air and exercise, children gain an awareness of the changes that happen to their bodies when they are active. Children have a good understanding of healthy eating. They make choices from the nutritious snacks provided. Children are developing an effective understanding of the importance of personal hygiene. Staff reinforce this by encouraging children to wash their hands before eating and after going to the toilet.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----