

Willow Bank Breakfast, Afterschool and Holiday Club

Inspection report for early years provision

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Inspector

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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

Willow Bank Breakfast, Afterschool and Holiday Club has been registered since 2011. The club operates from Willow Bank Primary School in the Abbey Wood area of the London Borough of Bexley. The club is open Monday to Friday and provides a breakfast club from 7.30am before school and an after school club until 6.30pm term time. It is open all day during various school holidays. Children have access to the main hall, one classroom on the ground floor and associated facilities. They also have access to enclosed outside play areas within the school grounds. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 50 children under eight; of these, not more than 32 may be in the early years age range at any one time. The club offers care to children who attend Willow Bank School. There are two full-time staff and a team of part-time bank staff who work directly with the children. At least half the staff team hold recognised childcare qualifications. There are currently seven children on roll; of these, four children are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, good systems are in place to ensure the setting meets the needs of all children in the Early Years Foundation Stage. Children enjoy a broad range of activities that promote all areas of learning. Good partnerships with the school enhance the smooth running of the club and promote consistent learning experiences. The capacity to maintain continuous improvement is strong as staff are developing the use of self-evaluation; although, methods of evaluating all aspects of the service are in their infancy.

What steps need to be taken to improve provision further?

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

- improve the use of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Effective systems are in place to help safeguard children and promote their welfare. Staff show a clear understanding of safeguarding issues. They have

devised relevant policies and procedures to promote children's safety and well-being. Staff have also attended relevant safeguarding training courses and hold first aid training certificates. Appropriate recruitment procedures, vetting checks and staff induction programmes verify the suitability of staff to work with children. Staff make accurate records of children's individual details, their attendance and any accidents or medication administered; these records help to safeguard children's welfare. Staff show high regard to promoting children's safety. They have established good daily routines relating to children's arrival and collection times that promote security. They also conduct thorough risk assessments relating to everything which children come into contact with.

Partnerships are strong as the club staff, school and privately run nursery that is all located within the school site show a commitment to working together. Staff are developing effective systems of information sharing with teachers. For example, they ask teaching staff about children's learning needs when children begin and use this information to support their systems of planning and assessment. Engagement with parents is highly effective. Staff provide a good range of information for parents about the setting and their children's progress. For example, they provide regular newsletters, use home contact books to record activities and events and offer individual reports of children's progress. Parents spoken to at the inspection report that their children are very happy at the setting, enjoy the activities and comment that the staff are 'lovely people'. Good systems are in place to promote equality as children's individual needs are known and respected. Children learn about cultures and beliefs through planned activities relating to festivals and cultural events. For example, they recently participated in cooking activities to make Easter nests and went on an Easter egg hunt. Children also benefit from a learning environment that promotes positive images of all people in the community.

Staff show a commitment to driving improvement. They have successfully established their service within a short space of time. They are establishing methods of self-evaluation. For example, they evaluate the activities and children's learning experiences and use this information to aid their planning. Staff show an awareness of the strengths of their club and areas that they plan to improve. However, methods of self-evaluation that relate to all aspects of their service are not fully established. Deployment of resources is effective. Staff make good use of the short time that children attend, providing a broad range of learning experiences for children of all ages. The learning environment is well organised; as a result, children play purposefully in the calm, welcoming atmosphere.

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

Children are happy and settled at the club and use the toys purposefully. They play cooperatively and are supported well by staff. For example, during a cooking activity children discuss and negotiate who will complete each task, such as reading the cookery book instructions, weighing the ingredients and mixing the

cake mixture. Older children show good consideration for younger children and play well together. Children's sense of belonging is enhanced as they greet each other at registration time. Children are offered a good balance of learning opportunities including free play and adult led activities and indoor and outside play. The learning environment is welcoming with displays of children's art work, photos of them participating in activities and information for parents. Children have access to a wide variety of resources that are suitable for their age and abilities. Toys and books are of good quality and are well organised, enabling children to develop their independence as they make choices during play. Children's progress is monitored well as staff make observations of children during play. They link their observations to the areas of learning and identify children's learning priorities. In addition, staff collate this information each term to create a short progress report; this provides a clear overview for parents of how their children spend their time at the club and their developmental progress. Staff use the information gained from children's assessments to aid the planning of activities on a daily basis; as a result, children's learning needs are catered for effectively. Long term activity plans link in with the school topics and cultural festivals promoting consistency which further enhances children's learning.

Good systems are in place to promote children's good health and welfare. Children show an awareness of good hygiene practice, such as washing their hands before meals and cooking activities. They develop healthy lifestyles as they engage in frequent physical activities during outside play, sports and hall games. In addition, they keenly discuss the foods that they like and foods that are good for them, such as the carrots in the carrot cake. Children are very well behaved and follow the well-established daily routines. They show a positive contribution to their learning environment as they help tidy away toys after use. Children have good relationships with staff and each other; this helps them to feel safe in their learning environment. Children also participate in fire drills so that they know what to do in an emergency. Children seek support from staff if they have any concerns. They show a good understanding of expectations of their behaviour and share and take turns during play.

Children have good opportunities to enjoy, achieve and develop their skills for the future. They develop their free creative expression as they participate in a broad range of art, craft and drawing activities. They also enjoy making their own play-dough. Younger children are developing good writing skills as they write clearly formed letters of their names. They enjoy looking at books and sing along to the familiar songs playing on the CD player, developing their language skills. Children learn about technology as they use the computer and operational toys; for example, they know how to fit the racing track together and operate the electronic cars. They develop their problem solving skills while using a variety of board games, puzzles and construction sets. Overall, children participate in a good range of activities that promote all areas of learning with good levels of differentiation for the various ages and abilities of the children attending.

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

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