

Berrymede After School and Breakfast Club

Inspection report for early years provision

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Inspection date	14/06/2012
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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

Berrymede After School and Breakfast Club is run by the Berrymede Parents Teachers Association. It registered in 2001. It operates from three rooms in Berrymede Junior School on the south site, on the South Acton Estate in the London Borough of Ealing. It serves children attending the Berrymede Infant and Junior schools.

A maximum of 40 children may attend the provision at any one time and there are currently 14 children under eight years on roll. Children attend for a variety of sessions. The provision supports children learning English as an additional language and children with special educational needs and/or disabilities. The breakfast club operates from 8am to 8.55am Monday to Friday and the after school club operates from 3.15pm until 5.30pm.

The club employs six members of staff, including the manager. There are three members of staff who hold a level three qualification and one is working towards level three. The remaining two members of staff have level two qualifications. Advice, support and training are gained from the local authority. The provision is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and interact well together. Staff use a range of strategies to ensure behaviour is appropriate and have warm and supportive relationships with the children. There is a limited range of activities on offer. Children's welfare is important to the setting; however, two specific legal requirements relating to documentation are not met. Partnerships with parents and other providers are sufficient. Staff show suitable capacity to improve, recognising some areas for development and having addressed recommendations from the previous inspection, but procedures to evaluate practice lack rigour.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability of staff to demonstrate to Ofsted that such checks have been done, and ensure that records of Criminal Record Bureau disclosures also include the date on which these were obtained (Suitability people) 25/06/2012
- ensure records are easily accessible and available for 28/06/2012

inspection by Ofsted, including the record of risk assessment (Documentation)

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

- improve further systems to prevent the spread of infection, with particular regard to teaching children good personal hygiene routines
- create a more stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors, based on your observations of them
- develop further procedures to promote reflective practice and self-evaluation in order to identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safe while at the club because staff have appropriate skills and knowledge of how to safeguard children. There is a designated lead member of staff responsible for safeguarding who coordinates with the schools should there be a concern. The club obtains all required checks for new members of staff to assess their suitability to be in contact with children; all staff also work in the junior school. However, although they record Criminal Record Bureau disclosure numbers, they do not meet the requirement for recording the date of issue. Furthermore, there no documentation relating to qualifications and training was available on the day of inspection. The risk assessment record and safety checks were not available for inspection. These are all legal requirements. There are suitable procedures to keep children safe, however; for instance, emergency evacuation drills and escorting children from their classrooms into the club.

Staff demonstrate they are clear about their roles and responsibilities and they work as a team. They are committed to improving their knowledge and have attended training sessions in the Early Years Foundation Stage. However, there are no robust procedures to monitor and evaluate the practice in order to promote outcomes for children as well as possible. The provider is aware of this and is awaiting training on this issue. In addressing recommendations from the last inspection, staff now have information from parents regarding medication in writing and staff are effectively employed, so welfare of the children is enhanced.

Children of different ages and from varied backgrounds mix well together and play cooperatively, with equality and diversity are satisfactorily promoted. The staff are aware of children's differing requirements owing to age or particular needs and differentiate some of the activities to help them make suitable progress. Observations of children are limited and planning is mainly related to current affairs such as the Jubilee, football and the Olympics. It does not sufficiently take into account individual needs and interests by offering a range of activities to engage and challenge the children.

Links with parents and other providers are satisfactory. Parents confirm that their individual children are well looked after and are happy at the after school club. A parents' board, additional written information and verbal feedback, all help keep parents up to date about their child's care. Regular meetings with staff at the infant and junior schools enable concerns to be discussed. Staff relay information given by teachers and work in a three way partnership with the school and parents in order to meet children's needs suitably.

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

All children are happy at the out of school club and generally participate well in activities. Well-established routines ensure the start of the after-school sessions run smoothly and children settle quickly. Children particularly enjoy physical activities such as the game of 'traffic lights' in the hall. This enhances their listening skills as well as social and physical development. With Father's Day approaching, all children colour in and write certificates for special people in their lives. This is a sociable activity, with children chatting to each other and staff. Adults extend children's learning satisfactorily by praising good work and discussion, but children are not given a choice of activity, although if they do not wish to participate they may take another resource. For example, while children followed a dance exercise programme, one child chose to sit and read a book.

Children have few opportunities to take responsibility for organising activities and using the range of resources and this limits developing independence skills. Currently, the younger children do not have access to information technology, which limits their development of skills and preparedness for the future. However, the provider is aware of this and is seeking funding to address this issue. On-going observations of individual children's learning are not used consistently well to ensure tasks are suitably challenging to move all children's learning on.

Children feel secure. They are confident and display suitable levels of self-esteem, because they have positive relationships with staff and each other. Well-established routines ensure the start of the after school club sessions run smoothly and children settle quickly. Children behave well because there are clear boundaries and expectations. They are generally polite and considerate, following the staff's good example. They are praised for appropriate behaviour, and sensitive questioning makes them understand the other person's perspective when not having regard to other children's feelings. They are given clear explanations regarding safety, such as the danger of holding pencils high. This approach is helping them develop skills for future citizenship.

Children are beginning to learn about sound hygiene practices as they wash their hands with soap on entry to the club, before eating snack; however, the use of one towel does not minimise the risk of cross infection. They may choose from a variety of sandwich fillings, fruit and vegetables so they are developing an understanding of healthy eating. The staff are aware of individual dietary needs. Water is available throughout the session. Children enjoy structured physical

activities which helps them to understand the benefits of exercise as part of a healthy lifestyle.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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