

# Crofters Club

Inspection report for early years provision

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509705

**Inspection date**

19/06/2012

**Inspector**

Anita Clifford

**Setting address**

The Croft Centre, 16 Windham Road, Richmond, TW9 2HP

**Telephone number**

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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

Crofters Club provides care for children aged under 18 years with special educational needs and/or disabilities. It opened in 2000 and is based within Windham Croft Centre for Children in the London Borough of Richmond. All children share access to an enclosed outdoor play area. The local authority runs the club, incorporating the education service, social services team, the youth service and art service. Children are collected from local schools and brought to the centre by minibuses.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children from four to under eight years may attend at any one time. A maximum of 10 children from five to under eight years can stay overnight for no more than two weeks at any one time. Currently, there are 140 children on roll, of whom 19 are in the early years age range. The club currently offers a holiday play scheme, weekend care and overnight care, all with flexible hours. The provider offers after-school care at a separate location. The club supports children learning English as an additional language. It employs 90 staff; of these, five work with the early years children and have appropriate qualifications, including the manager. At the time of inspection, no children were present.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate clearly how all children benefit from the valuable services and good level of care, which the club provides. They show that they meet children's individual care needs with considerable expertise. Partnerships with parents are effective and staff work exceptionally well with other professionals to promote continuity of care. Staff provide a wide range of experiences, and an excellent range of resources, helping children to make progress in their learning and development. Overall, health and safety procedures work effectively in practice to promote children's well-being. Management and staff have effective self-evaluation processes in place and show a strong capacity to maintain continuous improvement.

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

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

- provide information to parents about packed lunches, including what can be stored safely and about appropriate food content.

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

Staff have robust strategies in place to safeguard children. They are confident in implementing policies and procedures to protect children's welfare. There are rigorous systems and induction procedures in place for new staff, and all staff receive a good variety of ongoing training. All staff undergo the necessary clearance procedures, so that all who work with children are suitable to do so. Staff check the environment and equipment thoroughly, in order that children are safe. There are regular fire practices with uniformed fire marshals to aid swift evacuation. However, staff are not actively promoting the importance of safe food storage and nutrition to parents who provide packed lunches for their children.

The club provides an excellent range of resources to support children's individual needs. The design of the building is extremely effective and offers innovative facilities, such as a very well equipped independent flat for overnight stays. Staff explain how they use the highly stimulating sensory garden to encourage exploration and to stimulate children's senses. They talk about how they use an innovative 'fire pit' to help children learn about the concept of hot and cold, and to plan exciting activities, such as eating toasted marshmallows around a 'campfire'.

The manager effectively leads the training, appraisals and counselling of staff. She actively drives further improvement by supporting the development of the building and resources, and by planning an inclusion programme for the future to involve siblings more fully. The club is meeting recommendations from the previous inspection effectively, and staff demonstrate that these have a positive impact on children. The staff and management teams are developing effective self-evaluation procedures further to promote additional improvements.

Equality is at the heart of the setting. Staff demonstrate an exemplary commitment to ensuring children are well integrated and to meeting their individual care needs. A highly effective key person system is in place, which provides a core group of key staff that cater for the children. Excellent procedures are in place to administer medication to children with complex medical needs and staff are highly proactive in encouraging children to be independent. For example, they explain how they encourage children who have oxygen dependency to put on their masks by themselves in order to promote their self-esteem and confidence. Staff explain how they provide very high levels of support for children learning English as an additional language and for non-communicative children. For example, they carry visual timetables with them so that children can communicate their needs easily.

Staff demonstrate that they have good relationship with parents, for example, through regular consultation meetings. Parents receive informative newsletters, texts and emails to keep them up to date. The club is currently implementing a new system so that parents can receive further updates and support. Wider partnerships work extremely well. The manager maintains excellent communication with other specialist schools to enhance continuity of care for children very effectively. Staff explain that they have fruitful relationships with local schools to enable the club to enhance children's learning and development through

inspirational experiences.

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

Staff explain how they plan interesting experiences to support children's learning and development. They state that they enable children to take part in a wide range of activities, such as canoeing, making a camp fire or simply enjoying a 'frog jumping' experience in the sensory room. They describe how children develop social skills, independence, and a sense of time and place when they go on outings. For example, staff provide children with stop watches to encourage them to see how long they have been on a bus. They explain how they encourage children to count and to identify colours, as they point to cars or other modes of transport. They describe how children as young as four make colourful mosaics with support, and enjoy gluing on bright tiles. Staff demonstrate how children relate to the artwork they make in the sensory garden, such as a mosaic giraffe, fox and owl. Staff explain how they encourage children to practise other skills that will be useful in their future lives, such as using visual resources to manage their health. They describe how children learn how to operate successfully in the local community.

Staff explain how most children understand how to stay healthy through the commitment of the club to manage their medical care. They describe how children play in the fresh air, splashing and jumping in puddles to extend their sensory and physical skills. They explain how most children eat healthily, depending on their dietary needs. They state that some eat celeriac chips or spaghetti bolognese while others eat gluten free sausages. Staff describe how some children manage their personal hygiene skills while others need support. Staff state that they introduce foods from different countries to encourage and stimulate children's senses.

Staff explain how children learn to stay safe during 'awareness sessions' using exciting resources, such as police hats and walkie-talkies. They state that some children answer questions on safety using touch and reward pads. Stimulating cartoons in the sensory room increase children's safety awareness. Staff demonstrate that children with little or no communication enjoy the visual content and feel supported. They state that they help children to use public transport competently and to learn how to stay safe on the roads.

Staff explain how children learn to manage their own behaviour by providing resources according to their interests, such as electronics or trains. They state that children learn how to share with one another without turmoil. Staff explain how they encourage children to become tolerant of one another and provide ways to support them. They describe how children learn about different backgrounds and cultures by engaging in purposeful, exciting role-play.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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