

YMCA at Holy Trinity Church Halls

Inspection report for early years provision

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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

YMCA at Holy Trinity Church Halls was registered in 2003. The out of school club is in the Stroud Green area of the London Borough of Haringey and mainly serves the children from St Aiden's School. The after school care operates from the community hall, which children access using the main entrance. The hall has a kitchen, toilet facilities and an enclosed garden. Children have some access to the school's playground. The club is open each weekday during term time from 3pm to 6.15pm. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for 27 children under eight years with no more than 12 children in the early years age range. There are five children in the early years age group on roll. All staff members, including the managers working directly with the children, have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides an inclusive environment where, overall, staff effectively develop children's understanding of diversity and promote their safety and welfare. Well-established relationships with parents and schools strengthen the planning to strongly meet children's individual learning needs. Children benefit from interesting activities and resources. The staff are mostly organised and the required documentation is in place and used well to support children's well-being. Staff evaluate their practice and demonstrate good capacity to continuously improve the provision for children.

What steps need to be taken to improve provision further?

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

- raise all staff's awareness of their roles and responsibilities in the event of a fire
- explore ways of promoting children's understanding of the similarities, differences and diversity of the world around them within the learning environment

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and of child protection issues.

They are well aware of the procedures to follow should they be concerned about a child in their care. Children play in a welcoming environment where promoting their health and well-being is a priority. Risk assessments, safety procedures and fire drills carried out with children effectively promote safety. Newer members of the staff team are aware of what to do in an emergency through their induction. However, they are not entirely confident about the process as they have not yet been involved in a fire drill.

Record keeping and written policies effectively support children's welfare. The newly appointed manager and supervisor are realistic about the quality of the provision. They are clear about the key strengths and weaknesses of the club. They evaluate well to identify areas for development that will encourage a responsive service and increase positive outcomes for children. These include embedding the systems for observation and assessment and fully involving all parents in continual development. Good, informal systems are in place for observation and assessment of children's progress. The information gathered is used resourcefully to plan for activities based on children's interests.

The staff evaluate and reflect on their practice mainly using feedback from parents and children to promptly identify and deal with any issues. This has well addressed the points for development from the last inspections. This self-evaluation has meant that the environment, storage and garden have been strongly improved. Staff's enthusiasm to attend additional training effectively supports their commitment to children. Recent re-organisation of the hall and low-level storage of resources and equipment has had a positive impact on children's ability to make choices. Children have increased play space and age-appropriate resources are well organised and easily accessible. Positive images and resources that teach children about diversity in the world are not as readily available to children as they self-select and play. The managers are aware and keen to remedy this.

Children's needs and routines are well known by the staff through the strong relationships formed with parents and staff at the school. Parents are very complimentary about the club and their comments include, 'We are very happy with the support our child has had here.' Children are enthusiastic in their praise of their after school club and describe it as 'really good' and 'lots of fun'. Social events are organised and parents are invited to join their children during special events.

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

Good use is made of the environment to support children's play and learning. Children enjoy a range of activities, including tabletop games, indoor five-a-side and painting. The outdoor play area is used in all weathers as a valuable learning resource. Children arrive enthusiastically and settle quickly because of the variety of resources set up quickly and planned by staff. Staff are resourceful and creative in their ideas and make good use of resources to challenge and develop children's

play ideas and learning. Staff support children skilfully and children benefit from positive experiences to progress and compliment their learning. As a result, children are happy and content as they eagerly engage in activities and concentrate for long periods.

Children in the early years have key persons assigned, who work closely with them and their parents. As a result, the quality of provision is well planned to meet their needs. Staff are aware of younger children's requirements and are mostly observing their play alongside the older children. Informal observations go some way to supporting this aim, though these are still at a developmental stage. Similarly, the link between observations and planning is not fully operational at present. The managers demonstrate a clear commitment to ongoing improvements. They are developing the systems for observation and evaluation in order to bring consistency to this area. Resources have improved considerably since the last inspection, in particular to meet the needs of children in the early years age group.

Children make close and lasting friendships. They express themselves clearly and are confident speakers. They develop good communication skills; they are able to play independently or ask assertively for support from staff if they need it. They enjoy activities and experiences that well meet their needs and encourage the development of good skills for the future. Interesting conversations about their chosen play and favourite flags increases children's confidence in knowledge and understanding of the world. Children eagerly explore varied technology, using a computer. They enjoy role play, confidently copying what adults do and expressing their creativity through a variety of craft activities.

Children have opportunities to explore the local environment, including a recent outing to the local bowling alley. They use the garden to explore the natural environment and play ball games. High staff ratios mean that children are able to use the entire, enclosed, play area as they decide for themselves what they would like to do. They develop their mobility and coordination really well, negotiating the space and playing five-a-side football indoors.

Children feel safe in the staff's care. Staff effectively promote road safety during the transfer from local schools to the hall, through clear direction and role modelling that enhances children's awareness and understanding of risks and dangers. Children settle immediately as they arrive after school and seek reassurance when needed. Young children receive reminders with clear explanations so they learn how to keep themselves safe as they play. For example, children know to sit to drink and eat their sandwich, as they are hungry immediately after school. Later in the session, children sit together with staff around a large table and enjoy a hot cooked meal when they talk to each other about their day. Children gain a good understanding about healthy lifestyles.

Children respond well to the clear boundaries set for them. Their behaviour is consistently good as the staff have high expectations and set a good example as positive role models. Older children are considerate and well mannered towards each other as they offer painting resources to younger children to include them in their activities. Children enjoy making positive choices about their play as the staff

take time to listen to their ideas and develop their interests.

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