

YMCA Portsmouth Grammar School After School Club

Inspection report for early years provision

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Inspector	Christine Clint
Setting address	Portsmouth Grammar School, High Street, Portsmouth, Hampshire, PO1 2LN
Telephone number	01489785228
Email	
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

The YMCA Portsmouth Grammar School After School Club registered in 2001. It is managed and operated by the YMCA organisation which has charitable status. The club is situated in Portsmouth Grammar School in Old Portsmouth, Hampshire. Children use the junior school facilities and the nearby playground for outdoor play. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register, for 60 children from the age of four years old. There are currently 17 children on roll in the early years age group. The out of school club is open five days a week throughout term time for children who attend Portsmouth Grammar School only. Sessions run from 3.15pm to 6pm. The organisation employs seven members of staff to work with the children, of these, six staff hold appropriate early years and playwork qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The after school club is positively meeting children's needs and promoting their learning well, although assessments systems are not always consistent. The club has implemented many changes since the last inspection and there is a sound capacity to maintain continuous improvement. Regular and suitable systems are in place to evaluate the daily provision. However, this is not sufficiently robust to identify key areas of weakness as the provider has not met all requirements for informing Ofsted of changes to the day-to-day manager. Partnerships are fully effective and the strong links with parents and the school strengthen the overall capacity to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation in order to identify strengths and key areas for development that will improve the quality of provision for all children
- increase and develop the systems of recording children's achievements and progress, use these observations and assessments to consistently identify individual learning priorities.

The effectiveness of leadership and management of the early years provision

The after school club has effective and well-organised systems to safeguard children. There are clearly recorded recruitment and vetting procedures for all staff. Staff have good knowledge and understanding of the club's procedures for

safeguarding children. The manager has attended advanced child protection training and all staff understand their duty to respond to any concerns. There are consistent and thorough routines for recording children's attendance and managing their whereabouts throughout the session. Full records of risk assessment are in place and staff check the premises daily, adding details of any changes. Staff hold current first aid certificates and appropriate records are in place for accidents and incidents. Children take part in fire drills and a fire log shows these are frequently included. All required documentation is in place and shared with parents to support individual children's welfare. The provider failed to notify Ofsted of a change to the person who is managing the early years' provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. However, this has limited impact on children's safety because the manager is fully checked and has a high level of awareness of all regulations for safeguarding children.

The club continues to drive improvements and all recommendations from the last inspection have been appropriately met. Newly introduced computer systems record the timed supervision sessions for staff and the regular staff appraisals; there are also clear records in place for ongoing staff training. The club has reviewed and updated a full range of policies and procedures. There is positive leadership and regular staff meetings are used to evaluate and enhance the provision. However, self-evaluation has not identified a key area of weakness, resulting in a breach of a requirement.

Children have ample choice and freedom to play inside or outdoors. They create their own play environment in the club and this meets their individual needs for after school care. Children can select activities in advance and staff display children's choices for the following week. Children have opportunities to see small laminated pictures of play equipment and they can instantly request these. Children show good progress in their learning, they follow the daily routines, they are very aware of the rules and they are developing relationships. They are relaxed and comfortable in the club, they choose friends and show a strong bond with staff members. Children mix across the age ranges, their understanding of differences is promoted well and staff tackle any unfair behaviour.

The club has fully established partnerships with the school and teaching staff often escort children to the club. Staff share information and support children who are settling and often share collection details and remind children of arrangements. Teaching staff also share information about children's progress and specific achievements in areas of learning. The club has wider links with the YMCA as many children attend holiday play schemes. Parents have highly positive relationships with staff; they know their child's key worker and they provide detailed information about children's individual needs from the start. These include all welfare and personal needs, as well as children's level of ability and their preferences. Parents regularly exchange information with staff, parents clearly trust staff and fully appreciate the after school care facility. Parents know how keen their children are to attend.

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

Children are happy and relaxed in the club. They arrive with confidence and most children know the daily routines well. If staff remind children of any daily routines, they respond politely and show understanding. Children choose activities; they seek out their friends and show a high level of interest in immediately having snacks and drinks. Children are encouraged to make their own decisions about eating and drinking and this is readily available. Children learn to cut bagels using a plastic knife and they recognise and name the portions as halves and quarters. Children understand that they can only have extra helpings once everyone has had an opportunity to eat. Children follow hygienic procedures for all personal routines and staff remind them about hygiene before eating. They readily wash their hands especially if they have been playing outside. Children are keen to be active and develop their physical skills. Many children remain outside playing football with staff throughout the session and only come inside for an alternative activity when there is heavy rain. Some children like to explore their physical skills during indoor play. They wrestle and play fight on the soft play mats and staff supervise constantly to manage and maintain safety.

Children learn about the boundaries and they can clearly recite these. The rules are simple to ensure that children learn about safety and security, and they also learn to respect each other. Children also become aware of their own responsibility, for example to share information and tell a staff member when they are leaving the room for any reason. Children know and practise the fire drill procedure regularly and they are fully aware of the routines. Staff delightedly share with children that the last drill was the fastest evacuation they have managed.

Children have closely established relationships with staff and they seek out individual staff members for one to one activities. They talk about books and look at pictures together; they play card games and read the information they need from the cards. Children draw and colour pictures, they use stencils and can spell their names. Children play interactive games using the computer and the large screen. They know that they must take turns with the computer game and they understand and respond well to the systems in place for sharing. Some children relax and read their own books quietly; others explore the equipment available and make camps; crawling, hiding and laughing together. Children use large puppets and create imaginative role-play. They happily develop games with cars and roll these across the floor. Children are learning to make a positive contribution to others; they follow the rules and know about taking turns. Children are developing their skills for the future and they often recognise and link activities with their learning in school. Staff record children's achievements under the areas of learning, although these observations are not consistently used to identify individual learning priorities.

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	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- inform Ofsted of the following: a change of manager of childcare on domestic or non-domestic premises (Changes to people) (also applies to the voluntary part of the Childcare Register) 19/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare register (Changes to people) 19/07/2012