

Dazu at Memorial Hall

Inspection report for early years provision

Unique reference number	135277
Inspection date	24/07/2012
Inspector	Margaret Moffat

Setting address	Memorial Hall, Maldon Road, London, N9 9QP
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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).

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

Dazu at Memorial Hall is one of two holiday play schemes run by a voluntary organisation. It opened in 1990 and operates from the Memorial Hall in the Edmonton area of the London Borough of Enfield. Children have access to the main hall and adjacent toilet facilities. The premises are within walking distance of local transport facilities and amenities. The club normally operates for two or three days during the school half terms, and summer holidays. Children attend from 9.30am to 4pm.

Dazu is registered for a maximum of 30 children aged from five to under eight years at any one time. Children from the ages of five to 11 years attend the club. There are currently 815 children on roll. The group is an inclusive provision that serves children from the local community and schools. The setting supports children with special educational needs and/or disabilities and those who are young carers.

The organisation employs a pool of 35 full and part-time staff who are available to work with the children. At least half the staff hold an early years qualification or specific skills and specialism in arts, drama and physical education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide an environment where children have ample play opportunities and activities appropriate for this type of setting. Staff value and respect children as individuals and provide support to ensure they are fully included. Relevant documentation is available to promote the safety and welfare of the children. However, outings risk assessments are not currently recorded for good practice. Partnerships with other agencies involved in children's care and learning are effective. Staff have formed positive partnerships with parents, but arrangements for reviewing children's progress is not fully developed. The setting has taken adequate steps to evaluate the practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include the assessment of all outings undertaken
- improve arrangements for parents to review their child's ongoing progress.

The effectiveness of leadership and management of the early years provision

Staff understand their role in safeguarding children and are aware of the procedures to follow if they have concerns about the children in their care. There are appropriate procedures in place to assess staff's suitability and have relevant qualifications for their role in the setting. Written risk assessments are in place and these help staff ensure all risks are identified and minimised helping to protect children's safety. Staff obtain written permission to take children on local outings. However, they do not follow the good practice of recording risk assessments for all outings undertaken. A range of written policies and procedures are in place, which contributes to safe management of the setting. Relevant records for recording accidents and medication, and consent to seek emergency medical treatment have been obtained.

The setting has addressed recommendations from the last inspection and has made improvements to the registration system. They evaluate the setting through discussions with staff during staff meetings and feedback from questionnaires given to parents. This helps identify areas for improvement. Staff are aware of their role to promote equality and diversity and value each child as an individual. Staff set up the setting before children arrive with a range of activities appropriate for them. Space is organised to allow children to make choices in their play and move around and play comfortably.

Staff build positive relationships with parents. They gather and record information from them with regard to their children's needs and requirements. Daily verbal exchanges of information keep parents informed about the routines and activities their children have been involved in. However, arrangements for parents to review their child's ongoing progress are not fully developed. There are effective systems in place to work with other agencies involved in the children's care and learning to provide consistency and meet their individual needs.

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

Children are happy and settled in the setting. They enjoy themselves and form trusting relationships with staff. Children behave in ways that are safe as staff talk to them about the rules of the setting and reinforce these throughout the day. Staff are consistent in the way they deal with behaviour management helping children gain an understanding of right from wrong.

Young children are provided with a one to one helper when they start the setting, helping them to settle in and encouraging them to take part in the activities on offer. As the staff introduce the children to the instructions for different games, other staff show younger children what to do allowing them to participate. After a

short time children are able to join in by themselves. For example, when playing a game with hoops they hold hands and try to get through the hoop without letting go. Children participate in a range of creative activities including decorating t-shirts with fabric paint and by sewing on buttons. Children take part in drama sessions which allows them to develop skills in independence, following instructions as they are encouraged to listen as they wait patiently for their turn.

Staff take children on outings to the local park where they have opportunities to run around and play on the apparatus and develop their physical skills. These outings enable the children to become aware of their local community. Staff encourage children to become aware of their own safety when playing. For example, pointing out dangers such as water spillages and not to swing on chairs in case they fall off. As children go on outings staff talk to them about road safety, stranger danger and keeping away from dogs. Staff use every day routines to promote appropriate hygiene routines and healthy eating. Children are aware to wash their hands before lunch and parents are encouraged to provide children with healthy and nutritious food in their lunch boxes.

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	2
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	2
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	2
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