

The Little Gym

Inspection report for early years provision

Unique reference number	EY261989
Inspection date	30/07/2012
Inspector	Jennifer Beckles

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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

The Little Gym opened in November 2003. It comprises of an out of school holiday club that focuses on sports skills development for up to 30 children aged three to under eight years. The Little Gym also provides parent and child classes, and gymnastic based classes for children aged six to 12 years. The provision currently has 60 children on roll. There are no funded places for children. Children attend on a part-time basis. The provision is open Monday to Friday during school holidays. Children can attend for sessions that last three hours at different times of the day. Children are drawn from a wide catchment area. The theme based camps include obstacle courses, use of gymnastic equipment, group activities, movement challenges, arts and crafts and snacks. The provision supports children that have special educational needs and/or disabilities. The premises are located within the Riverside Development in Wandsworth, London and open onto a pedestrian boulevard adjacent to the river Thames. They consist of a very large gym, lobby/viewing area, multi-purpose room, office and three toilets. There are four members of staff employed including the manager. The manager is qualified to level three, the rest of the staff members are unqualified in childcare. It is registered on the Early Years Register and on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff plan well structured sessions that support children's development across all areas of learning; their progress in physical development is particularly good. Children are kept safe because staff implement comprehensive policies and procedures effectively. Partnership work with parents is generally effective and supports children's learning well. The setting has good awareness of its strengths and weakness, but currently does not meet all requirements relating to staff qualifications. Positive steps have been taken to resolve this and a good capacity to maintain continuous improvement is demonstrated.

What steps need to be taken to improve provision further?

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

- create an action plan to show how half of all staff, apart from the manager, will hold a full and relevant level 2 qualification as defined by Children's Workforce Development Council (Suitable People) (also applies to the compulsory part of the Childcare Register)

20/08/2012

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

- improve systems to gain parents views on the care and education their children receive.

The effectiveness of leadership and management of the early years provision

Staff work hard to support children's safety. They have very good knowledge of safeguarding matters and know the procedures to follow should they be concerned about a child. Staff receive intensive job induction which enables them to become familiar with all required policies and procedures. They implement these to support children's safety effectively. Staff carry out regular risk assessments for all areas, resources and equipment and minimise any potential risks to provide a safe play environment. Good staff to child ratios are maintained and children are supervised well. Records required for the safe and efficient management of the provision including accident, daily attendance and medication records are well-maintained. .

The learning environment is well organised. There is a large, spacious gymnasium furnished with a very good range of large and small apparatus, such as an air track, cushioned hurdle race, high bars, balancing beams, and long jump. There is an attractive book corner, a colourful selection of small world resources and a good range of creative materials and other resources to help to promote children's all-round learning and development.

The staff use self evaluation to reflect on the provision and they have identified some relevant targets for its development. This includes making more technology resources available to children. They have also identified that they are failing to meet staff qualification requirements to ensure at least half of the staff have achieved relevant qualifications to at least level two. Apart from the manager, staff are not yet qualified in childcare. However the staff have all started training to gain relevant level 2 qualifications earlier this year. The setting values the input of parents into the provision and welcomes any comments from parents. However, it does not offer a systematic way for parents to offer their opinions on the provision. This means that there are missed opportunities for parents to influence key priorities for development. Children are involved in evaluation of the provision because they discuss their likes and dislikes with staff. Staff use this information for future session planning. Staff are also involved in evaluation and offer their views at regular meetings.

Parents spoken to at the time of inspection expressed high levels of satisfaction with the provision. One parent commented how her child had overcome his dislike of physical activity and learned to enjoy taking risks. Parents complete forms about their children's needs that are used by staff to inform plans. This provides good opportunities for parents to be involved in their child's care and learning. Parents have access to a large viewing lobby where they can observe their child's play and learning. This is further supported by discussion with staff at the end of each session. Staff liaise closely with parents of children with special educational needs and/or disabilities. Staff provide individual, caring support through careful planning

with, where possible, community health professionals to ensure that all children are fully included. Staff support children who learn English as an additional language by learning key words in the children's home languages. They use visual resources, such as photographs on the wall to illustrate how to use pieces of apparatus. The setting operates short fun sessions to new groups of children who come from a wide catchment area. In view of this, partnership work with schools and nurseries is difficult to establish. They are reliant on parents sharing relevant information between the settings to ensure continuity of care and support for learning. Children learn to accept and value difference because staff make good links with significant events. For example, they talk to the children about different countries taking part in the Olympics.

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

Children are excited and enjoy being in the gymnasium. They feel secure because staff are able to establish a good rapport with the children. Children behave well. They know and recite ground rules for behaviour eagerly to staff at the beginning of each session. Staff manage transitions during the session very well by using music and song. This helps children to follow instruction and behave in safe ways. They use the apparatus safely and sensibly. Staff encourage children to learn to assess risk for themselves within sensible limits.

Children develop very good physical skills through fun, well structured sessions. They learn to climb, balance, and coordinate movements by using a very good range of large and small apparatus in the gymnasium. Children make nutritious choices from a range of snacks. They understand the importance of good hygiene and readily wash their hands at appropriate times. Staff support children to become independent in managing their personal hygiene.

Staff plan carefully to meet the needs of children. They use information on children's skills, needs and interests to provide challenging activities. Children enjoy greeting each other with a welcome song at the beginning of the session. They learn to take turns as they say their name before running around in a circle with an 'Olympic torch' which they pass on to the next child. Children develop good language skills as they discuss their favourite sports confidently. They enjoy exploring different movements as they gallop, crawl and run as they sing action songs. Children develop very good physical skills as they take part in a wide range of exciting activities. For example, they hurdle cleverly over cushions, or enjoy the challenge of racing on an inflatable air track. They practise counting skills as they move coloured beads across an abacus. Children take pleasure in browsing through books and share stories with their friends. They express themselves creatively as they make their own Olympic flags using paint and plastic cups. Children learn about colour and shape names as they make their flags. They operate technological resources, such as electronic toys, competently. All of these activities support children's learning well. Children have free choice of activities for part of the session and this provides good opportunities for child initiated play. There is a good balance of adult led and child led activities.

Children get on well with each other. They take delight in each other's success. Children engage and persevere well with tasks. They talk about their families and culture as they sit together. Staff manage children's behaviour well. They use praise to encourage good behaviour and to reward children's efforts. Staff use a calm tone of voice and offer clear explanations for any unacceptable behaviour. Children enjoy learning about each other's culture and traditions. This is supported further by planned activities that help children to learn about difference. For example, through celebration of significant events. A selection of multicultural resources, such as dual language books and books with characters representing different races help children learn about diversity.

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	3
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:

Met

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:

- take action as specified for the Early Years Register (Qualifications and training) 20/08/2012