

S Pinter Youth Project

Inspection report for early years provision

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Inspector

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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

S Pinter Youth Project out of school club registered in 2004. The club operates from the YHS School in Stamford Hill, in the London Borough of Hackney. The club uses a dining hall, ground floor class rooms, annexe, toilets and a playground for outdoor play. It is open between 9.30pm and 4pm, Monday to Friday, during school holidays.

The project is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 130 children, of whom sixty may be in the early years age range. There are currently 38 children on roll who are in the early years age group. The scheme also provides care for children over eight years old.

There are 37 qualified members of staff working with the children with support from volunteers and assistants.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves in the welcoming atmosphere of the club. Staff provide a good range of activities and experiences for children to engage in. Outcomes for children are good and in some areas, such as healthy lifestyles, they are excellent. Generally, children are supported by an effective key person system. Staff have exemplary relationships with parents and the school, which helps them to meet children's unique needs well. They have good systems in place to evaluate their practice and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen systems so that a key person is responsible for a helping a child become familiar with the provision as soon as they arrive.

The effectiveness of leadership and management of the early years provision

Staff who work with children receive regular training and demonstrate a high level of understanding in promoting children's safety. They have a good awareness of child protection issues and know what to do if they have a concern about a child's welfare. Comprehensive risk assessments are in place and staff look out for hazards and supervise children well. Management follow robust recruitment and

vetting procedures to help ensure that only suitable people work with the children.

The staff work well as a team to create a fun and community atmosphere. They know the children in their care very well. Children who attend from other schools are warmly welcomed into the project and staff value children's individuality. Staff sing and speak to children in both English and their home languages, creating an inclusive environment. Children communicate freely with the staff and each other in their chosen language. They learn about their own culture and the community around them. The school has a special needs advisor on site throughout the week to further support staff to meet the individual needs of children.

Resources and play equipment are of good quality. Effective planning of activities means that children make good use of what is available. Staff provide children with a booklet of information about what to expect for the week ahead. Management organise the project very well to include outings to farms, swimming trips and craft activities. Parents speak very highly of the project, remarking on staff's thoughtful organisation and how much fun their children have. They comment on how the staff support children to flourish in confidence and make new friends. Relationships with parents are excellent and they are fully involved in their children's time there. Their suggestions are valued and they are encouraged to serve on the management committee and to take on a variety of roles. The management seek views from all parents and children who use the project through regular questionnaires.

The relationship with the school is excellent with exemplary channels of communication. This successfully promotes children's learning, development and welfare. The head teacher speaks very highly of the project and the way the staff work with the school. The project has good systems in place to evaluate the provision, consistently implementing ideas from parents, children, and staff to improve the scheme. As a result, staff and volunteers are enthusiastic and share high expectations with the management about securing improvements

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

Children enter the project full of excitement for the day ahead. Staff warmly welcome them and children quickly become involved in building towers with small bricks on a table. Staff plan general activities for the day and then adapt them to meet the children's individual needs. Therefore, all children are fully involved. Staff observe children so that during the week they can support them to learn new skills, such as using scissors or learning to hop on one leg. Staff listen to children's own ideas and plans so they can incorporate them in to the daily activities.

Staff have good relationships with the children and the organisation of the scheme means that generally children are in a key group with a familiar staff member to support them. However, procedures are not fully embedded to make sure that children from other schools have a key worker assigned to them prior to their arrival. Informal arrangements are made once they have arrived so, although they

do benefit from having a key person, this is not effective as soon as they attend for the first time.

Staff praise and encourage children to join in and have fun with their friends. Children grow in confidence in this warm and welcoming environment. They progress from watching shyly to joining in, clapping their hands and hopping in a group game. Children are secure and develop a sense of belonging as the project provides a strong community feel. Staff expertly communicate with children in a range of languages. Children's behaviour is good and they have a good understanding of how to keep themselves safe. They play well independently and cooperate in play with their friends. Children talk happily about their families and holidays as they complete a decoration to celebrate an approaching cultural festival. They share craft resources and patiently wait their turn.

The project provides a good range of experiences for children to learn about the world around them. Children learn about looking after their environment through recycling activities. They develop skills for the future as they join in counting songs and count the steps into the main building. Staff plan a range of fun craft activities to encourage creativity and early writing skills. The project has a wide range of resources for children to choose from, such as board games and electronic games to support information technology skills.

The outside area of the project is readily accessible and children have great fun as they join in circle activities. Staff support children well to each have a turn in the middle of the circle. Children challenge themselves and embrace physical activities. There is an abundance of resources for physical activity. Children show great delight at grabbing the handle on a floating parachute. They balance on beams and flowerpots and roll on a large exercise ball. Staff supervise and join in the activities with enthusiasm, reminding children gently about safe play. Children show an excellent understanding of healthy eating and the project has a policy of only one piece of 'nosh', or unhealthy food, a day. Staff inform children about healthy living and children take ownership of their own well-being. They discuss eating healthily, explaining to each other how sweets turn your teeth black.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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