

(K.A.O.S.) Upminster Methodist Church

Wesleyan Methodist Church, Hall Lane, UPMINSTER, Essex, RM14 1AE

Inspection date	11/10/2012
Previous inspection date	13/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and well settled. They show high levels of independence, curiosity and imagination have good relationships with staff and each other.
- The manager is beginning to implement systems to manage performance and make sure each member of staff is monitored and has an individual training plan that motivates them and improves their practice.
- Staff make very clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- The staff have a good understanding of how to promote the health and safety of the children in their care. They assess the risks to the premises daily and minimise these. Children serve themselves independently from the self serve snack table and get plenty of physical exercise in the playground every day.

It is not yet good because

- Staff do not consistently give children time to talk and think and respond to questions by answering with possible responses
- Staff are not yet secure in their knowledge of the Early Years Foundation Stage

framework and do not plan activities for children to progress within their development age bands.

- Partnerships with parents are good but they do not receive information about the Early Years Foundation Stage and the assessment arrangements
- Reflective practice and self evaluation is in its infancy and is not yet fully embedded. As yet, managers have not involved staff, parents and children in this process.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside
- The inspector talked with some staff, parents and held discussions with the two managers
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records
- The inspector discussed the work of the out of school club, breakfast club and reviewed its website

Inspector

Amanda Allen

Full Report

Information about the setting

K.A.O.S (Kids Are Out of School) at Upminster Methodist Church is privately run. It opened in the current premises in 2007 and operates from three rooms within the church building situated in Upminster, in the London Borough of Havering. All children share access to an enclosed, outdoor play area. Access to the premises is via four steps leading down into the main hall. The club opens five days a week during school term times. Operating times are from 3pm until 6.30pm. There are currently 44 children aged from four to 11 years on roll, and of these 11 are in the early years age range. Children attend for a variety of sessions. The club serves children who attend a number of primary schools in the Upminster area. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs five staff, four of whom hold appropriate early years or play work qualifications. The setting receives support from the local authority and '4Children'.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Plan a challenging and enjoyable experience for each child in all areas of learning by ensuring that activities are appropriate for their stage of development.

To further improve the quality of the early years provision the provider should:

- Allow time for children to talk and think when asked questions by valuing their answers without rushing forwards too quickly with a response.
- Develop further the partnership with parents by providing information on the Early Years Foundation Stage framework and day-to-day running of the afterschool club.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff have a basic knowledge of the seven areas of learning and provides a range of activities that generally captures children's interest and holds their attention. Children's

language development is adequately fostered through regular conversations at mealtimes and during care routines and activities. Children's vocabulary is within the developmental milestones for their age. Staff introduce new words such as 'stretchy', 'sequin' and 'sparkly' during a bracelet-making activity. They repeat phrases back to children to help them strengthen their vocabulary, such as remarking 'that's right, it's stretchy'. However, activities do not always meet children's needs, as they are not adapted to meet their developmental age bands. For example, the beads during the bracelet making activity were very small and member of staff made the bracelet for some of the children as the task was too challenging.

Children show that they feel safe by confidently speaking to visitors to the setting, asking them questions and sharing information about what they do at home.. Additionally, children visit the inviting soft cushioned book area independently, choosing and browsing through books happily. They replace books carefully before leaving the book area. Staff place emphasis on care of the club environment and children respond well. These are appropriate skills that children need when at school.

The older children show a good sense of responsibility towards the younger children, including them in their games and looking after them. The children's good relationships, maturity, friendliness and responsible attitudes to each other and to the staff demonstrate a good grounding in attributes which will foster well their future personal development, leaving them well prepared for making a positive contribution to the local community

Resources are laid out for the children to play with on arrival at the club. Further resources are stored in cupboards which the children are able to self-select to enhance their independence skills. The children are free to select from a variety of activities that match their own interests, and they are encouraged to use their own initiative whilst playing and taking part in games. They are keen to re-arrange the furniture and host their own gymnastics display. The cheer each other on and clap their achievements as they cart wheel and forward roll along the carpet area. The children's relationships with each other are good, and they play well together. The children communicate confidently, are polite and interested to talk to visitors, and readily answer questions. The secluded outdoor area is safe and secure and the children co-operate well in playing team games, or can select individual activities if they wish. The premises provide a suitable base for the healthy range of games and activities that are provided. This includes football, hula hoops, tennis, skipping under the immediate supervision of staff.

The contribution of the early years provision to the well-being of children

Children clearly feel at home within the out of school club. They are confident as they move around the hall showing that they feel safe and secure. Plenty of pictorial images and warm staff assist children to settle well. The new key person system helps children form secure attachments and promotes their well-being and independence. Establishing secure emotional attachments, helps children feel safe, readily exploring their new surroundings. All eleven children in the early years age range have only been at the club for just over a week and have settled in very well.

Deployment of staff is effective within the setting so someone is always available to provide support for children's care needs, such as extra support at the snack table for the younger ones when needed. Children become independent in their personal care, competently drying their hands and putting paper towels in the bin. Children are well mannered and caring of others, which reflect the good examples of behaviour set by staff. Children enjoy a suitable balance of adult-led and child initiated play as staff take account of children's individual interests. For example, children are enthusiastic as they build a house and bridge from building blocks and talk about their own homes and where they live. Staff build on these discussions by talking about the colours of the rooms and the shapes of the bricks and windows. Staff miss chances to encourage children to talk and think as they often rush forward with answers to questions they have asked without giving them all time to respond. They use correct grammar when speaking to children, providing good role models for children's developing speech. Staff interaction with the children is enthusiastic.

Children are developing a sense of how to play safely. Older children provide positive role models to the younger ones as they show them how to use the resources safely and appropriately such as ropes and balls in the playground. Children are developing understanding of healthy lifestyles. They are protected from cross-contamination and infection through effective hand washing procedures and food hygiene. Children show their growing independence skills by making their own snack with a selection of fruit, crackers, toast, crumpets and various spreads. Children pour their own drinks and remind each other to clear away their finished plates and cups, showing developing awareness of hygiene routines. Children enjoy daily physical activities in the school playground that help support their health.

The effectiveness of the leadership and management of the early years provision

The management and staff have sufficient understanding of child protection and how to safeguard the children in their care. Regular fire drills, which are evaluated, enable staff to make sure the children are fully aware of what to do in an emergency. Risk assessments and daily safety checks are used for all areas of the church, making sure that they are safe for the children to use. The registered person has implemented clear procedures for recruiting and managing the continuing suitability of staff. Regular appraisals, training and suitable vetting procedures help to develop the workforce and promote the safety of all children in the setting. Staff attend regular training that helps them support children's needs, and recent courses have included first aid and child protection. The system for registering the children on arrival is thorough and children are carefully checked out when collected by their parents or other nominated adult. The register accurately reflects the children's daily hours of attendance.

Since the last inspection, the setting has addressed some of the recommendations in the previous report. They have implemented confidential systems for recording accidents to children and have been trying to build links with their feeder schools to look at ways they

can complement the curriculum on offer. The management are beginning to evaluate their practice to make improvements. For example, the new manager has developed a 'self-selection' book so that they build on children's interests and has lots of ideas to improve planning and has action plans in place to make further improvements over the coming year. This is beginning to feed into self-evaluation, although still very much in its infancy. The manager is currently looking into the ways they can build reflection into every day practice but as yet has not begun to involve staff, parents and children into this process and as result; the evaluation is not fully responsive to all of its users.

Staff engage with parents well. Parents and carers feel their children enjoy their time at the setting; as one stated, "My child enjoys it and is always happy". A notice board provides a variety of useful information to parents and carers on activities, staff qualifications, key contacts, and opportunities to make comments, suggestions, complaints or compliments. It also contains all required statutory information. However, parents and carers are not always kept up to date with the development progress their children are making within the Early Years Foundation Stage. This is because staff is not yet secure in their knowledge of the framework, development age bands and the characteristics of effective learning. All staff are attending training to improve their knowledge of the Early Years Foundation Stage framework.

Each child's key person speaks to parents at handover about how their children have been and passes on messages from the teachers. Although, relationships with parents are good they are not provided with information about the requirements of Early Years Foundation Stage curriculum and how they implement this at the setting. Partnership with other agencies, such as the feeder schools and the local authority, supports the care of the children. Pickup systems work well and the schools are happy with the process in place. The management and staff are aware of the importance of partnership working with external agencies to secure appropriate interventions but has not yet had reason to try to establish these partnerships.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY350370
Local authority	Havering
Inspection number	815346
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	44

Name of provider	Sandra Moss
Date of previous inspection	13/07/2009
Telephone number	01708 223 144

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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