

Abrahams Care Kids Club

Oasis Nursery School, Burke Street, LONDON, E16 1ET

Inspection date

25/10/2012

Previous inspection date

27/04/2009

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, keen to learn and rapidly growing in self-assurance because of the warm relationships quickly established with staff and the interesting experiences provided for them.
- Staff make very clear their expectations for children's behaviour. Children respond positively, doing what is asked of them, behaving well and developing their ability to share and take turns.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the club.
- The setting is securely maintained, supervision of children is good and staff continually risk assess all areas used by the children to help ensure potential hazards are minimised and promote children's health and safety.

It is not yet good because

- Planning is not fully developed to reflect the individual needs of all children attending the club.
- Self-evaluation has yet to be used to fully monitor all areas of the provision. Targets for development are beginning to be identified. However, improvements have yet to be fully implemented to help ensure children benefit from improved practice in all areas.

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 and nominated senior practitioner undertook a joint observation of a teaching activity.
 - The inspector talked with available staff, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Abrahams Care Kids Club registered in 2008. It is managed by the trustees of River Christian Centre. It operates from a purpose built building in Canning Town in the London Borough of Newham. Children are accommodated in two rooms with access to enclosed outdoor areas. The club crcehe is open each weekday from 7.45am to 6.30pm. Children

may stay all day or for either a morning or afternoon session. The after school club is open each weekday from 3pm until 6.30pm and the breakfast club operates each week day from 7.45am until 8.45am, both term time only. The holiday play scheme operates during school holidays, Monday to Friday from 8am until 6pm. There are currently 47 children aged two to five years on roll. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 12 members of staff, of whom 11 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop the planning to ensure it meets the needs of each child and provides a challenging and enjoyable experience in all seven areas of learning.

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

- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children enjoy their time in this provision. They demonstrate a positive approach to learning which is supported by the cheerful interactions of the practitioners caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play displaying emerging levels of independence and self-confidence.

Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not use these effectively to plan and provide relevant experiences to meet the individual learning and development needs of all children. Staff move around the playrooms, working well together to be available to join in children's play. Staff develop children's mathematical understanding as they encourage children to count the number of cups of flour and water needed as they help to make play dough. They talk to children clearly, making good eye contact and giving children time to

think before they answer questions. They extend children's vocabularies by describing what children do. Children using play dough are encouraged to 'push hard' when using moulds, with staff demonstrating precisely what this means so everyone, including the youngest, can understand and copy. Children hear words such as 'rolling-pin' and 'squidgy', and exclaim in wonder when they create different shapes in the dough, showing their enthusiasm for learning. Staff use correct grammar when speaking to children, providing good role models for children's developing speech. Accessible writing materials and the use of chalk boards provide all children with opportunities to practise their early writing skills.

Practice is generally sound and staff adapt activities as required to help ensure that all children are suitably included and supported. Children participate in activities both indoors and outside and these include a suitable mix of adult-led and child-initiated play. They are actively encouraged to make choices about their play and learning and a wide variety of resources are easily accessible. Consequently, children are developing independence skills and are keen to explore the club environment.

Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children have access to a wide variety of physical play equipment, including an exciting wooden play ship and wheeled toys. There are plenty of places for them to run around, hide and explore. Staff are on hand to monitor safety and offer children support. They encourage children to 'have a go' and join in their play, when asked.

The key person system supports effective links with parent and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder.

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

Children are well supervised by the staff team, which helps to protect their health and safety. The key person system enables children to form secure attachments with staff, resulting in them feeling settled and secure in the club. Systems are in place to help new starters settle quickly into the setting, resulting in children separating from their main carers with ease. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. They use positive behaviour management strategies and staff act as positive role models to encourage children's good behaviour and use of Regular praise and encouragement offered by staff promotes children's self-esteem.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks, which include fruit and vegetables, are provided and their individual dietary requirements are met. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children become independent as they

are both encouraged and given time to complete a self-chosen task, such as trying to put on their own coat before going outdoors. They can freely and easily access a suitable range of resources, that cover all seven areas of learning, to follow their personal interests.

Children benefit from regular fresh air and exercise during outdoor play. The daily routines include regular safety reminders to raise children's understanding, such as learning that sand must be used with care, and to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practices. This results in children enjoying their experiences in the club and learning skills that help them manage their move to school.

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

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. Parents' views are sought through questionnaires. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the club has started to identify some realistic future targets for further development, they have not yet been fully implemented.

Safeguarding regulations and duties are met. Staff have a good understanding of the indicator signs of abuse and know the procedures to follow to report concerns. The designated person has attended safeguarding training and relevant guidance documents are in place to support practice. Vetting procedures and recruitment procedures for all adults who work with the children or come into contact with the children are in place before they can work unsupervised. Most staff hold current paediatric first aid certificates. Staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment. Space and resources are organised well to create a warm and welcoming play space where children actively learn through play.

The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students. The manager uses regular staff meetings to discuss and share any ideas and practise issues. This results in an effective staff team who work well to meet the needs of children.

The effective key person system enables staff to establish close working relationships with parents from the outset, in order to secure continuity of children's care. Effective procedures have been established to work with parents and as a result, parents speak warmly of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback and regular newsletters. Close links have been established with a number of local schools which aids effective transitions and joint

working.

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
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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	EY387612
Local authority	Newham
Inspection number	815883
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	63
Number of children on roll	47
Name of provider	River Christian Centre
Date of previous inspection	27/04/2009
Telephone number	02074761171

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

