

Asension Play Holiday Play School

Cundy Play Building, Cundy Park, 295 Victoria Dock Road, London, E16 3BY

Inspection date	17/12/2012
Previous inspection date	16/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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

- The friendly and enthusiastic interactions between staff and children help them form secure attachments quickly and children demonstrate they feel safe and confident in the care of staff.
- Staff provide a well organised environment that promotes fun play activities that span all areas of learning for children, following a long day at school.
- Children help to devise the rules and boundaries enabling them to develop secure understanding of acceptable behaviour.

It is not yet good because

- Children do not have access to a full range of information communication and technology resources to support their learning.
- There are no arrangements for a programme of regular staff supervision.
- Opportunities to develop individual children's independence skills are not fully explored.

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 met with the manager to review a sample of policies and procedures, children's registration forms, risk assessments and staff records.
- The inspector took account of discussions with the manager and staff at appropriate times throughout the inspection and parents on collection.
- The inspector observed activities in the main hall.

Inspector

Clair Stockings

Full Report

Information about the setting

Ascension After School Club and Holiday Play Scheme was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Ascension Management Committee, which is a voluntary organisation. It operates from a single floor building in Cundy Park in the area of Custom House in the London Borough of Newham. The building is located in an enclosed park, adjacent to outdoor play facilities. The club serves the local area and is accessible to all children. There are currently 35 children on roll, of these, two are in the early years age group.

The club employs three members of childcare staff, of these, two hold appropriate early years qualifications at level 3.

The club is open each weekday from 3.15pm to 6.30pm during term time. The play scheme is open each weekday from 8am to 6.30pm during half terms, Easter and summer holidays.

What the setting needs to do to improve further

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

- ensure a regular programme for the supervision of staff is implemented in practice. Use it to promote the interests of children and foster a culture of mutual support, teamwork and continuous improvement.

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

- improve the programme for understanding the world by extending the range of programmable toys, as well as equipment involving information, communication and technology, such as computers.
- develop children's growing independence by providing opportunities for them to help prepare food for snack time.

Inspection judgements

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

Children enjoy their time at the club. They demonstrate a positive approach to learning supported by the cheerful interactions of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They have access to a range of toys and activities that capture their interest following a busy day in school. Children clearly enjoy learning through play. They explore and play displaying emerging levels of independence and self-confidence. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place the emphasis on learning through play, having fun and building positive relationships. They gather some initial information about children that includes details about activities they like participating in, which help staff to establish children's interests. Staff talk in detail about what these children can do and how they plan

to help them progress. Planning is flexible and influenced by the children's choices, ideas and play preferences. The key worker system supports children's individual learning and development.

Animated conversation between staff and children throughout the session promotes their language development. Young children are confident to share their views and talk about the activities they enjoy. Staff spend time with the youngest children, playing with them and building their confidence. They interact appropriately with children, extending their learning. For example, staff promote children's mathematical understanding when playing table football by encouraging children to count the number of goals scored. Young children enjoy chatting with older peers as they play a board game together. Literacy skills are encouraged with access to a range of resources for writing and drawing. However, there is scope to extend the range of information, communication and technology resources to promote children's understanding of the world. Children have opportunity to play outside daily, allowing them to 'let off steam' after a structured day.

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

The key person system enables children to form secure attachments with staff, resulting in them feeling settled and secure in the club. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly. Children help to devise the rules and boundaries for acceptable behaviour. This gives them ownership and confidence to manage their own behaviour. Children understand that playing co-operatively with their friends and taking turns is important. Staff take a consistent approach in their expectations for children's behaviour. They act as positive role models and offer regular praise and encouragement to promote 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. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks, which include fruit and vegetables, are provided and their individual dietary requirements are met. However, children are not routinely encouraged opportunities to encourage children to be independent by pouring their own drinks or helping to prepare the food at snack time. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and following rules when going outside. This results in children enjoying their experiences in the club and learning skills that support their move to school.

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

Sound policies and procedures are in place to ensure that most aspects of the Welfare Requirements for the Early Years Foundation Stage are in place. The management committee undertakes recruitment and selection procedures. Interviews and checks

ensure that the adults have the appropriate experience, skills, qualifications and character to care for the children. Induction for new staff is in place and includes the key policies, such as the safeguarding procedures and the emergency evacuation drill. Regular meetings between the committee and the staff team have been implemented and staff are provided with training opportunities to extend their professional qualifications. However, the committee has yet to establish a system for the regular supervision of all staff. This is a requirement of the Statutory Framework for the Early Years Foundation Stage. The framework considers this approach as an effective way for supporting staff and promoting the interests of the children.

Safeguarding arrangements are sound to keep children safe. Staff understand child protection issues adequately and access to regular training helps to reinforce their knowledge. Staff are sufficiently vigilant and implement appropriate head counts to monitor the ratios and flow of children. Staff complete risk assessments that help to provide a suitably safe, secure environment for children to play.

The key person system enables staff to establish close working relationships with parents from the outset, in order to secure continuity of children's care. Staff seek information about children's interests to meet their individual needs appropriately. Parents praise the wide range of activities and resources available for the children and value the friendliness and warmth of the staff. General discussion with some parents on collection provides them with basic details about what their child has eaten and enables the manager to share any messages from school. Staff have established close links with a number of local schools, which aids effective transitions and joint working.

Methods to monitor and evaluate the quality of the provision are adequate in bringing about some improvements in children's care and wellbeing. Occasional parent questionnaires seek their views about some aspects of club practice. As a result, there have been some improvements to the range of activities provided. Management and staff have taken steps to address the recommendations from the last inspection. This shows they have the capacity to bring about some improvements to the quality of practice and children's welfare.

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	132236
Local authority	Newham
Inspection number	800184
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	27
Number of children on roll	35
Name of provider	Ascension Play
Date of previous inspection	16/04/2009
Telephone number	020 75114978

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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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