

Early Birds @ West Grove Primary School

West Grove Primary School, 218a Chase Road, LONDON, N14 4LR

Inspection date	14/03/2013
Previous inspection date	12/03/2009

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

- Staff encourage children to respect themselves and each other. They follow the good example of the staff team and appreciate the feelings and wishes of others.
- Children have positive opportunities to join in a variety of physical activities during indoor and outdoor play which helps to support their healthy living well.
- Children enjoy and benefit from the extremely healthy meals provided at the club. They learn about healthy choices and eat food that supports their health.

It is not yet good because

- some policies do not contain required elements and staff do not incorporate the views of parents and children into the process of self evaluation
- children in the early years age group do not have an assigned key person who is specifically responsible for meeting their needs
- staff do not take all opportunities to support children to develop their independence during meal time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities and staff's interactions with them.
- The inspector held meetings with the provider.
- The inspector looked at a sample of relevant documentation, including children's records.
- The inspector spoke to three parents to gain their views about the club.

Inspector

Yasmine Hurley

Full Report

Information about the setting

Early Birds @ West Grove Primary School out of school provision registered in 2005. It operates from West Grove Primary School in Southgate, in the London Borough of Enfield. The club operates from the main hall within the school. Children also have access to an outside playground. Early Birds @ West Grove operates a breakfast club and an after school club. During term times a breakfast club is provided from 7.30am to 8.55am and the after school club runs from 3.15pm to 6pm, Monday to Friday. The provision employs five members of staff and is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. There are currently 30 children on roll, including five children in the early years age group. All staff hold appropriate early years and play work qualifications.

What the setting needs to do to improve further

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

- improve the programme for personal, social and emotional development by assigning a key person to all children in the early years age group, to ensure that all children have someone who they can feel attached to
- update the safeguarding procedure to cover the use of mobile phones and cameras in the setting.

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

- improve systems for self-evaluation to identify to include the views of parents and children to identify more specific areas for improvement
- further support children's growing independence by making the most of opportunities to involve them in serving their own food and drink at meal times.

Inspection judgements

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

Children play freely both indoors and outdoors, making choices from a wide range of suitable resources and activities provided by staff. Staff engage well with children and hold

interesting conversations with children during activities such as circle time, which helps to promote children's communication skills. For example, children discuss how their day was at school and express their feelings about the importance of making friendships and showing good manners and good behaviour. Staff compliment this activity by encouraging children to march and chant to a song about making friends and being respectful.

Children enjoy colouring, drawing and writing to support their early literacy skills. They choose books from an inviting book area and sit on comfortable cushions reading their books independently. Staff support younger children's language and literacy skills by reading them stories and asking them interesting questions to develop their creative thinking further. Children enjoy using new skills to solve problems and to count. For example, they play with puzzles, board games and count the bricks to make interesting models such as castles and buildings. This helps them build skills for their future lives. Furthermore, this compliments what children are learning at school.

Children enjoy taking part in arts and crafts activities such as using finger paints and string to make interesting artwork. They concentrate and show interest in this messy activity by exploring with the mixture, feeling it with their hands whilst creating interesting paintwork. These activities support children's creative skills and their expressions through arts and design.

Staff have a generally sound understanding of the Early Years Foundation Stage and their role within it. Parents are encouraged to share information about their child's learning and development at home. This helps staff to plan appropriate activities to meet the children's needs. However, the club does not have a key person system to help children in the early years age group to progress further in their learning and development. Children do not have a specific person who they can feel particularly secure with and this affects their ability to make fully secure attachments to people in the club.

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

Staff invite parents to stay with their children to become familiar with the club's environment, staff and routines. Children behave well as they are busy and interested in their play. They socialise well with their friends involving each other in games and imaginative play. For example, they play well together in the role play area pretending to be chefs and serving healthy food. Staff join in children's play, and support conversation, particularly during meal times, making these a sociable time of the day.

Children become excited when staff serve their favourite meals such as cheesy pasta and vegetables and banana for pudding. Children comment on how delicious their meals are at the club. However, staff do not take all opportunities to encourage and extend children's independence. For example, children are not able to serve themselves food, or pour their own drinks. Children develop some positive self-care skills as they use the toilet independently and know to wash their hands. Staff follow robust hygiene procedures when working in the kitchen area and serving children's meals. This means that children have a healthy lifestyle at the club.

Children particularly enjoy the outdoor play area. Staff plan fun outdoor games and activities to help children to develop an understanding of the importance of physical exercise. Children take part in physical outdoor games such as ball games, football, hockey and skipping. These activities effectively support children to develop key life skills such as agreeing rules, taking turns and developing good sporting behaviour. Children enjoy participating in physical activities in all weathers and they move safely, climbing, running and balancing with confidence. Children learn how to stay safe as they practice regular evacuation drills. This helps them become familiar with the procedures and they learn to leave the premises quickly and safely.

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

Arrangements for safeguarding children are generally sound and staff ensure that children are appropriately safeguarded. There are sufficient systems in place to check staff are suitable to work with children. Staff demonstrate a suitable understanding of their roles in safeguarding children. They know how to make referrals to outside professionals if they have concerns about a child's welfare. However, the safeguarding policy does not include the use of mobile phones and cameras in the club. This means that the policy does not meet the requirements of the Early Years Foundation Stage. However, the impact on children's safety is limited as staff manage mobile phones appropriately in the club.

Staff carry out appropriate checks each day to help ensure that the environment remains safe for children to use. This enables all children to move safely and freely around the club as they play. Most staff hold a current first aid certificate and have attended child protection training. This means that staff know how to respond to any minor accidents or concerns if the need arises.

Management and staff regularly monitor and reflect on their practice to make improvements. All of the staff team actively contribute their views and opinions to the self-evaluation process. However, there is no process in place to include parents and children's views in the process. This means that the evaluation process does not fully identify all gaps in the provision, or respond to the needs of all those who use it. Management and staff have appropriately addressed all actions and recommendations from previous inspections.

Satisfactory partnerships with the school mean that staff are able to exchange information about children's progress when they are collected. This ensures continuity of care when children arrive at the setting. Staff understand the value of working effectively with parents and carers. They exchange relevant information about their child verbally each day. Discussions with parents demonstrate that they are very happy with the care and activities offered to their children.

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 action. 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	EY381255
Local authority	Enfield
Inspection number	815795
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	30
Name of provider	Jennifer Mary Thelwell
Date of previous inspection	12/03/2009
Telephone number	07539796037

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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, which are usually the childminder's 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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