

Romford YMCA Kids Out of School Care

Rush Green Road, Romford, Essex, RM7 0PH

Inspection date	09/04/2013
Previous inspection date	23/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy a good range of daily activities at the three settings, which support their development and learning.
- Children are taken on many different trips, which are exciting, fun and well organised, so keep children's interest and broaden their experiences.
- Effective planning and organisation of each setting means that children are kept safe and secure, and that they settle well.
- Good partnerships with parents mean that they are fully informed about the running of the settings and asked for their opinions; this approach successfully develops the provision for children.

It is not yet outstanding because

- The outside play area has not been fully developed to help children investigate the natural world.

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 play and staff interaction indoors.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

Romford YMCA Kids Out of School Care registered in 1994. It is part of a number of services run by the YMCA, a Christian charitable organisation serving the local community. The same provider runs an out-of-school club, a multi-activity holiday club and a pre-school under the same registration.

The pre-school registered in 2012. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the YMCA building located on the outskirts of Romford in Essex, within the London Borough of Barking and Dagenham. All children share access to enclosed outdoor play areas. Access to the premises is by a ramp leading to the front of the premises.

The out-of-school club opens five days a week during school term times from 7am to 8.30am and from 3pm to 6p. The holiday multi-activity club operates from 8.30am to 6pm. The pre-school is open Monday to Friday during term time, currently mornings only, from 9am until 12pm. It currently has 26 children on roll, and is funded to provide some free early education to children aged three and four years.

There are currently approximately 220 children aged from four to 11 years on roll for the out-of-school care. Children attending these clubs do so for a variety of before and after school sessions or full day care during the holidays. The provision supports children who have special educational needs and/or disabilities and who learn English as an additional language. There is a total of 13 staff running the provision, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- make use of outdoor areas to give opportunities for investigations of the natural world.

Inspection judgements

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

The provision offers three different types of good care and education which include the

holiday club, out-of-school club and pre-school. Staff work across all three settings so know the children well, which supports continuous care and education for children who attend more than one setting. Children enjoy a good range of different and exciting activities at the holiday club. Staff organise trips out into the local community which support children's learning and development. In the pre-school particularly, observations and assessments are carried out which help staff to identify children's individual needs. On entry, assessments show what stage children started at and current observations show their progress and achievements so far. Parents are encouraged to contribute to children's initial assessments and share what they know about their child. This approach helps build good partnerships with parents and supports the relationship between the key person and parent.

Children with special educational needs and/or disabilities and those learning English as an additional language are supported well. Staff work closely with parents and external agencies to develop individual learning plans to support children's progress further. Staff learn key words from children's home language and use picture cards to support children's development of language.

Children initiate conversations during cooking activities, planned by staff; they take account of what others say. They weigh and measure cooking ingredients and understand what they need to do to achieve the activity. Children are confident and know their own needs and can concentrate during play activities, which they enjoy. Children attending the holiday club follow instructions as they prepare to go on a bowling trip. They all gather their bags and coats and put on their high visibility jackets, listening to staff instructions. Children enjoy listening to stories read by staff and handling different books. They draw and write using different writing tools and use programmable resources, all of which help them gain useful skills for the next stages in learning.

Children take part in many different physical activities across all three settings; for example, in the out-of-school club they enjoy football games and outdoor play. Children learn to count as they count each other lining up before leaving for trips. Children learn about the wider world as they celebrate Easter at the holiday club. Children paint and have good opportunities to be creative at each setting, but, the outdoor environment has not been fully developed to support children in investigating the natural world.

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

All children form secure attachments with staff who have good relationships with them, both of which promote their well-being and independence across the settings. Children who attend the holiday club know staff from other settings, so settle quickly. Staff are good role models; they treat children and each other fairly and respectfully. Children behave well and know boundaries of behaviour, so treat each other well.

Children learn about risk and keeping safe as they discuss with staff the dangers of crossing the road. Children are confident about looking after themselves as they go on

many trips, so are used to getting on buses and they walk a lot in the local area. Children learn about differences as they meet different people on their trips out. They respond to different festivals. Children use resources which promote positive images of others. Children attend to their own needs, washing their hands after using the toilet and before eating. Children show independence as they undertake trips, carrying their bags and listening carefully to staff. Children learn about healthy lifestyles at the settings as they enjoy lots of physical play and bring their nutritious packed lunches to the holiday club. Children complete booklets on healthy eating, which helps them learn what healthy foods are.

The holiday club, out-of-school club and pre-school are all well-resourced indoors and welcoming, all of which supports children's learning. Resources are easily accessible and interesting, and age and stage appropriate.

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

The leadership and management for each of the three settings are good and organised well to meet the needs of all the children who attend. Children make good progress towards the early learning goals. Staff have a good understanding of how children learn and develop, and effective learning opportunities are offered to all children.

Staff understand safeguarding procedures and undertake regular training, so are able to implement and follow procedures to protect children. They have reviewed their policies regarding outings and have taken positive steps to ensure children are safe and well supervised when off-site. Detailed risk assessments are carried out by staff regularly to support children's well-being. Policies and procedures are read by all staff who undertake regular testing on their understanding. This means staff know and understand their roles and responsibilities.

Effective self-evaluation helps the settings to improve; some plans have already been completed and new resources have been purchased. Parents and children are invited to offer their views, such as through the online questionnaire. All suggestions are reviewed, some of which are acted on, such as providing more structured activities in the out-of-school club for the older children, which demonstrates the provider's desire and ability to drive continuous improvement.

Staff are supported fully, with their needs and views listened to. They are supported to develop their knowledge through further training. Effective partnerships with parents and external agencies help staff to support all children to progress and achieve well.

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	100261
Local authority	Barking & Dagenham
Inspection number	908408
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 10
Total number of places	170
Number of children on roll	220
Name of provider	Romford YMCA
Date of previous inspection	23/04/2009
Telephone number	01708 766 211

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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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