

Incey Winceys Childcare Limited

Unit 1, Station Estate, Eastwood Close, LONDON, E18 1BY

Inspection date

20/06/2013

Previous inspection date

11/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff support children with special educational needs well. They are knowledgeable about children's needs and liaise effectively with outside agencies.
- Staff plan well for children's learning as they prepare to start school. They monitor children's progress and share information with parents so that children can continue their learning at home.
- Key persons know children well and encourage their involvement in making decisions about their environment.

It is not yet outstanding because

- Children are not able to explore books in the range of languages spoken by every child in the setting.
- There is scope to use the outside area and the local area more effectively to develop children's learning 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
- 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 as they played and engaged in a range of activities.
- The inspector carried out a joint observation with the owner.
- The inspector examined a range of documents including children's development records, policies and other statutory records.
- The inspector spoke with the owner, staff, parents and children.
- The inspector examined the areas used for looking after children.

Inspector

Lesley Hodges

Full Report

Information about the setting

Incey Wincey Childcare Limited After school club and Holiday play scheme is one of two settings run by a private individual. The club opened in 2011 and operates from four out of five rooms on the first floor of a commercial building, with no lift access. Children can have access to an enclosed outdoor play area situated opposite the premises within the grounds of a nursery also owned by the individual. The club is located in South Woodford in the London Borough of Redbridge. The after school provision opens each weekday from 3.20pm until 6pm during term time. The holiday play scheme opens each weekday from 7.30am to 6pm during the school holidays, not including the Christmas holidays. The pre-school is open each weekday from 7.30am until 6pm for 51 weeks of the year. The setting is registered on the Early Years register, as well as the compulsory and voluntary parts of the Childcare Register. There are five members of staff, three of whom hold early years qualification to at least level 3. The other two members of staff are studying for childcare qualifications. The setting receives funding for the provision of free education to children aged three and four years of age.

What the setting needs to do to improve further

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

- provide opportunities for children to explore the local environment and use the outside play area to develop skills in all areas of learning

- provide a more varied range of books for children to explore.

Inspection judgements

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

Children enjoy their time at this setting as they choose from a good range of activities. Staff actively involve children when planning activities and the content of displays. Children enjoy acting out favourite stories and talk excitedly about the various roles they have been playing to act out the story. They all vote on a name for the bear they have included in their story time. Children design figures for their individual registration markers and change the design to suit their current interests and preferences. These practices give children a secure sense of belonging in the setting and develop their self-esteem and self-assurance.

Staff talk confidently about how children learn as they take part in a variety of activities.

They demonstrate their knowledge of how to adapt activities to extend children's learning, for example, by adding tills into role play activities so that children can learn about numbers and counting. Staff plan activities to meet children's needs and match their interests. They make effective observations of children as they play and use this information in their planning. Children benefit from staff who have a flexible approach when planning. To encourage good relationships between children, staff are happy to turn the role play area into a birthday tea for a child who is soon to celebrate his birthday with friends from the setting.

Older children are supported well as they take part in drawing and writing. Staff members model writing for them and encourage children to routinely practise writing their names on their pictures. Staff ask children questions to encourage them to think about their play. They talk about why the ice is cold when playing with sea life creatures, and whether their boats will sink or float. These actions by staff demonstrate their knowledge of how they can support children's learning in daily activities.

Staff support children with special educational needs and/or disabilities well. There are good systems to make referrals to outside agencies and resulting recommendations to support children are embraced by staff. Specially trained staff meet children's medical needs and they liaise daily with parents to explain any treatment given. Children who are learning English as an additional language are supported in a range of ways. These include using key words in home languages. However, staff do not always provide a choice of books in the range of languages spoken by children in the setting.

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

Children have formed close bonds with staff members and this means that they are comfortable in the setting when choosing their play and taking part in routines. Children enjoy healthy foods and talk about how their vegetables will make them big and strong.

Staff encourage children's positive relationships with each other. They encourage children to make room for each other so that all children who want to play with an activity can do so. Behaviour is generally good. Children happily share equipment and sit in small groups at meal times. Younger children look forward to the older children coming in from the after school club demonstrating the good relationships children experience.

Children serve themselves with food and drink and staff help them if they need it. They use tissues when they need them and wash their hands independently after they have been to the toilet and before they eat. These small tasks help children to develop independence and the self-care skills they need as they prepare to go to school. Older children enjoy writing and number activities and staff carefully monitor their progress. Parents comment that opportunities to practise writing and counting skills successfully prepare children for the move to school. Most children who attend the setting have previously attended the associated nursery next door. They are therefore familiar with staff and, as the outdoor play area is shared, they are accustomed to the activities on offer. Children enjoy outside play every day and use a range of equipment to develop their

physical skills. However, there are fewer resources and activities to cover all areas of learning, and opportunities to explore the local environment are infrequent.

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

The owner has a good knowledge of how children learn and of the learning and development requirements. She confidently explains the importance of children's development in key areas, which enables their overall development. The owner monitors her provision and identifies areas where improvements are needed. Recently introduced systems indicated that children need more choice to develop their technology skills. The owner intends to obtain new equipment which will address this.

The owner understands her responsibility to meet the safeguarding and welfare requirements. Staff have all attended safeguarding training. They have a clear understanding of their role in safeguarding children if there are concerns about their wellbeing. The setting is secure as only known adults are allowed in and a record is kept of all visitors. Systems to recruit and check staff are robust. Required documentation is kept well, including accurate records of the hours of children's attendance. These measures all help when safeguarding children. Staff carry out daily checks of the rooms to minimise risks to children. Safety equipment is used and children show that they are aware of safety issues as they remind staff to hold on to the handrail when going downstairs.

Self-evaluation is effective. The owner works with local authority advisors to identify areas for improvement and she has addressed the points raised at the last inspection. The owner has completed a self-evaluation form and she takes account of the views of parents when making changes to practice.

There are good partnerships with parents. They comment that they are involved in ways to extend children's learning at home, as key staff give ideas and suggestions about what activities they can provide for their children. Parents speak highly of staff and about how they care for children's individual needs.

The provider works well with outside agencies when children need additional support. They are confident when making referrals to relevant agencies and liaising with local schools to support children's transitions. The owner has effective systems in place to monitor staff performance and is continuously introducing new procedures to observe staff. Less experienced staff benefit from in house coaching from more experienced members of staff. This means that they can practice their skills in the setting as they study for formal qualifications.

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	EY432979
Local authority	Redbridge
Inspection number	816698
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	37
Name of provider	Incey Winceys Childcare Limited
Date of previous inspection	11/01/2012
Telephone number	02085188001

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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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