

Romford YMCA Kids Out of School Care

Rush Green Road, Romford, Essex, RM7 0PH

Inspection date	17/07/2013
Previous inspection date	09/04/2013

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		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 have a secure understanding of the Early Years Foundation Stage, which means that they are able to plan activities and experiences that respond to children's learning and development needs.
- Staff provide an exciting programme for children who attend the multi-activity club during the school holidays, which means that children enjoy their time at the setting.
- Children's good health is supported well by staff who provide healthy, balanced nutritious snacks and plenty of physical activities both indoors and outside.
- Children's communication and language skills are supported well as staff take time to listen to children's ideas and encourage them to share favourite toys through 'show and share' sessions with their friends.

It is not yet good because

- Lapses occurred in staff's implementation of safeguarding and outing's policy and procedures. Therefore, on one occasion children's safety was not assured. Risk assessments do not fully take into account children with special educational needs and/or disabilities needs, which means that some children's individual needs are not fully taken into account when planning trips out.
- Risk assessments do not fully take into account children with special educational needs

and/or disabilities needs, which means that some children's individual needs are not fully taken into account when planning trips out.

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 activities in the playroom and toured the premises.
- The inspector held discussions with staff, children, parents, the manager and one of the directors of the YMCA.
- The inspector sampled a range of documentation including children's records, stipulated safeguarding policies and risk assessments.
- The inspector sampled children's learning journeys and looked at planning documentation.
- The inspector looked at children's records and evidence of staff qualifications.

Inspector

Sue Mann

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. There are 26 children on roll in the pre-school. 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 are a total of 15 staff running the provision, all of whom hold relevant qualifications.

What the setting needs to do to improve further

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

- take all necessary steps to keep children safe and ensure that all staff receive supervision, coaching and training to improve their personal effectiveness
- ensure that the risks or hazards that may arise for children, including adult to child ratios are identified to remove, minimise or manage those risk or hazards.

Inspection judgements

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

Romford YMCA Kids Out of School Care runs a number of services under the same registration. It runs a pre-school and out of school clubs during term time. In addition, there is a multi-activity club for children aged between four and 11 throughout the school holidays. The focus of this inspection was on the out-of-school provision.

Children attending the multi-activity club, generally attend the out of school club, which means that the children have good relationships with staff. Staff provide children with a range of exciting activities and trips out to local attractions during the school holidays, which parents book in advance. Although few children attend who are in the early years age range, staff demonstrate a secure knowledge of the Early Years Foundation Stage. Staff provide activities and experiences that respond to children's interests and next steps in their learning and development. Staff have good systems in place to share information with teachers when they collect the children from the various schools. Consequently, staff support and consolidate children's learning and developmental progress alongside the schools' educational programmes.

Staff observe children playing well, which enables them to find out what children can do. This enables staff to plan activities which respond to children's emerging needs. Child record forms allow staff to identify children's starting points. Consequently, staff are able to monitor the progress children are making in relation to the early learning goals. Child records show that children are making good progress in relation to their starting points. Staff are enthusiastic and join in with children's games. For example, the staff play with children in some shaving foam. Children extend this idea and cover the staff's arms in the foam pretending it is sun cream. The children and staff are completely engaged in the activity, laughing and enjoying the messy fun. Staff show the children what happens if you clap your hands with shaving foam on them, which prompts the children to copy and soon there is shaving foam everywhere. The children then help staff to clear up the activity before finding something else to play with. This supports children to care for their environment and take responsibility for any mess they create.

Staff support children's language and communication well. Children enjoy 'show and share' sessions with their friends from other schools. They proudly show what they have brought in, and answer any questions that their friends or staff may have. This supports children's personal, social and emotional development through giving them confidence to stand up and talk in front of their friends and staff. Staff continue to support children's language skills through the use of effective questioning techniques as they play alongside children. For example, asking children what the shaving foam looks like and what patterns they can make in it. Children enjoy sitting down and listening to stories read to them by staff, this provides children with a quiet time after finishing school and before eating their snacks.

Children enjoy taking part in a range of additional activities that are held within the YMCA building. Parents book their children in and then the staff escort the children to the club. Children enjoy learning to climb up rock walls, gymnastics and dance clubs, which supports their physical skills and co-ordination. There is a small enclosed outdoor play area, which staff and management are currently enhancing.

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

Children show that they feel secure and safe in the setting, as they greet the staff happily as they arrive. Children enjoy being with the staff and their friends, as they chat about what they have learnt and done at school and what they would like to play with

during the session. The key person system ensures that children have a special person to turn to should they need reassurance or support. In addition, older children show that they feel comfortable approaching any of the staff should they need support or have something to ask or tell. This supports all children's personal, social and emotional development.

Children behave well as staff use positive behaviour techniques, which encourage children to behave well and obey the rules of the club. Children respond to staff's instructions to help tidy up and complete what has been requested of them. Staff praise the children for their help, which further supports children's good behaviour.

Children develop a good understanding of the importance of healthy, balanced and nutritious snacks. Staff provide children with a selection of fresh fruit, wraps, sandwiches and salad vegetables. This means that children can make healthy choices as to what they would like to eat, and serve themselves. Fresh drinking water is always available, should children need a drink.

Children are well supported between school and the setting, as there is good two-way flow of information. Teachers accompany the younger children to meet the staff, which means that they can share any significant learning or development achievements or information about the child that needs to be relayed to the parents. This ensures continuity of children's care routines and their learning and development. Therefore, children are well supported and make consistent progress in their learning. The staff share any concerns they may have with the parents or the teachers, which enables children to receive appropriate support.

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

This inspection was brought forward following a notification of an incident during an outing by the provider. The inspection found that at the time insufficient consideration had been given to children's specific individual needs as part of the risk assessment for outings. Some staff had also not followed the setting's safeguarding policies and procedures for taking children off site. As a result, a number of staff have undergone disciplinary measures and monitoring of those staff's performance is in place. As a result of the management's risk assessment, concise action plans, including the revision of all policies and risk assessments pertaining to children's safety, appropriate action has been taken to help ensure such an incident is not repeated. No concerns about children's safety or well-being were found during this inspection. All staff have now received refresher training to ensure that they fully understand and follow the procedures in the policies. Consequently, all staff demonstrate a clear understanding of the procedures they must take to ensure children's safety. Furthermore, staff show that they understand the procedures that they must follow should they have any concerns about a child in their care. The management plan to ensure that all safeguarding matters are covered frequently in the weekly training sessions, therefore, ensuring that all staff understand and follow the procedures consistently. All other required documentation such as child records

are in place to ensure the smooth running of the setting. Thorough risk assessments and daily checks help to ensure that the setting is safe for the children who attend. Thorough risk assessment is carried out on all trips that children enjoy prior to them going, which means that staff are able to identify any possible hazards and consider how to deal with them.

Although the management were less effective in maintaining the safeguarding and welfare requirements, there are good systems in place to support children's learning and development. The management check children's learning journals and planning to ensure that staff are able to correctly identify and support children's learning and development. Information sharing between settings enables staff to consolidate and support any areas which children may be struggling to understand. This supports children's progress and enables them to make consistent progress towards the next stage in their learning.

The management have systems in place to evaluate the provision and use staff meetings and the regular Friday training to seek the views of the staff team. The staff's views, together with any suggestions put forward by the parents, enables the management to decide what areas of the setting need improving. The current target for improvement is the outdoor play area. Recruitment procedures are robust, ensuring that all staff have the necessary checks prior to them working with children.

Parents comment that they are happy with the setting and the support their children receive. Parents value the information given by the teachers that the staff relay to them when they collect their children, as they do not have the regular contact with their children's teachers. Staff have links with other professionals, which means that they are able to seek support or guidance for children with special educational needs and/or disabilities. This supports all children to enjoy their time at the setting and enables staff to attend meetings to discuss individual children's needs and care plans.

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	925265
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	246
Name of provider	Romford YMCA
Date of previous inspection	09/04/2013
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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Piccadilly Gate
Store St
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M1 2WD

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