

Chosen Generation After School Play Scheme

Princess Parade, New Road, DAGENHAM, Essex, RM10 9LS

Inspection date

Previous inspection date

12/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are cared for in an environment that successfully fosters their play, interaction with others and their learning. Consequently children are happy and comfortable in their surroundings.
- Staff are clear about their roles in supporting children in the early years age group and in complementing children's learning at school.
- Effective use of observations and assessments allows staff to successfully track children's learning and development.
- Partnerships with parents effectively promote children's care and welfare.
- Established processes for self-evaluation help staff to accurately identify areas for improvement, thereby promoting good outcomes for children.

It is not yet outstanding because

- Staff do not consistently promote children's understanding of the importance of good hygiene practices as part of a healthy lifestyle, with particular regard to hand drying routines.
- Children's independence is not consistently promoted at snack times, to fully support their self-care skills.

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 the staff and children during their play.
- The inspector sampled documents, including children's development records.
- The inspector interviewed the manager and had ongoing discussions with management throughout the inspection, regarding practice.
- The inspector discussed the setting's self-evaluation with the manager and provider.

Inspector

S Campbell

Full Report

Information about the setting

Chosen Generation After School Play Scheme (CGAPS) registered in 2013. The setting operates from MFM Hall, on Princess Parade, and is situated in Dagenham, Essex within the London Borough of Barking and Dagenham. All children share access to two playrooms.

The setting is open each weekday from 7.30am to 8.30am and from 3pm to 6.30pm during term time only. There is currently one child attending in the early years age group. The setting also provides care for children over five years to eleven years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, three of whom hold appropriate early years childcare qualifications. The provider holds Qualified Teacher Status. One member of staff is working towards a childcare qualification and another member of staff is working towards a higher childcare qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's understanding of the importance of good hygiene practice within a healthy lifestyle, by providing consistent support and guidance with regard to drying hands
- provide opportunities to consistently promote children's independence at snack time, for example by allowing them to serve their own food.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and as a result children are making good progress in all areas of learning. Staff gather useful information about children's starting points, using an 'all about me' initial assessment record. This means they are able to effectively build on what children already know and can do. Staff undertake detailed observations and assessments, which complement children's learning at school. Children's profiles are nicely presented with a family photograph, and clear information about their next steps in learning is documented. An established key person

system is in place, which means staff are aware of children's individual needs, likes, dislikes and developing personalities.

Staff plan a varied range of activities that captures children's interests and effectively support their learning. Children enjoy making creations while taking part in modelling activities with recycled materials and inform adults they are making a red pot and garage. Children's imagination is developing well. They benefit from dressing up in fairy tale costumes and wrapping pieces of materials around themselves like a cape. Through thoughtful planning by staff, children take pleasure acting out real life situations. While playing in the 'speedy pizza' home corner, children place orders using pizza menus and enjoy playing with a range of role play toys such as toy food, a till, shopping basket, kitchen and pretend money. Children have access to a wide range of technological toys, enabling them to gain a good understanding of how things work, for example a compact disc player and laptop. Children enjoy exploring their environment with torches and observing the light as it shines on the walls and on each other.

Staff provide access to a good range of age-appropriate books to promote children's interest in print. The book area is cosy with a rug and soft cushions, enabling children to enjoy books comfortably in a quiet area. Children make early marks by taking part in drawing activities and are encouraged by staff to write for a variety of purposes, for example making a holiday essentials list as part of their seaside theme. Children have access to a good range of resources to promote their early mathematical skills. They are encouraged to make connections about the value of money and recite numbers in sequence while singing counting songs and pricing food tags for the home corner.

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

Children are confident and independent learners because staff create a warm, friendly and caring environment. As children are closely monitored by staff, children who show signs of being upset or tired are promptly supported and comforted. Staff provide verbal acknowledgement and a reassuring stroke of the arm, which results in children settling well. Staff have established good links with children's schools to support children's learning and development through extension of current topics. Through everyday routines children's independence skills are generally promoted well because they are able to choose what they would like to play with from a good range of age-appropriate toys, with additional resources provided by staff on request. This means children are able to lead their own play and interests. However, although children pour their own drinks, their self-help skills are not consistently promoted at snack times as they are not able to serve their own food.

Children are well behaved. They play harmoniously with their friends and in the main the environment is calm and relaxed. Children enjoy playing group games with the support of staff, which allows them to learn good turn taking and sharing skills. A reward chart system is in place to promote children's positive behaviour. On completion of their chart children are given treats, for example a colouring book, bubbles, pencils and medals. This helps children to develop a strong understanding of right and wrong. Children feel good

about themselves because their milestones are celebrated by their friends and staff; for example children sing 'happy birthday' at snack times and are given a birthday card from staff.

Children take part in regular physical and outdoor activities to support their well-being. One day a week children take part in indoor physical activities and they regularly visit the local park where they play on large fixed equipment. Children benefit from engaging in physical games with their friends and music activities, which allow them to move in a variety of imaginative ways. Although children wash their hands at appropriate times they do not effectively learn about all aspects of good hygiene routines because all children share a hand towel. Children's good health is promoted because they receive nutritious and balanced snacks, which include a range of fruits. A walking bus system is in place and children learn how to stay safe. This is because they are encouraged to wear high visibility vests and staff talk to them about road safety awareness. While playing indoors staff talk to children about the importance of taking responsibility for their own care and safety, for example by ensuring their shoe laces are tied so that they do not fall over.

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

Staff have a good understanding of the learning, development and welfare requirements of the Early Years Foundation Stage framework. They have a comprehensive knowledge of child protection procedures and issues to effectively promote children's welfare. There are effective risk assessments in place to ensure children are cared for in a safe environment and on their journey to the setting.

Robust vetting procedures are carried out to ensure children are cared for by suitable adults. Staff work well as a team, and relevant policies and procedures are in place to guide their practice. A number of staff hold a first aid qualification, which means children are able to receive appropriate care should they sustain a minor injury while at the setting. Staff development is supported effectively through ongoing appraisals, supervision and training, helping to promote good outcomes for children. Staff make good use of processes for self-evaluation to identify the setting's strengths and areas for improvement. As part of the process for continuous improvement, staff are working towards attaining level 2 and higher childcare qualifications, as well as reviewing the setting's policies and procedures. Parents' views are valued and as a result of their feedback the collection time has been extended to accommodate working commitments. Additionally, the setting provides a one hour pick up service for parents who are not able to collect children from school, which demonstrates a commitment to effective partnership working with parents.

Although there are no children in the early years age group with special educational needs and/or disabilities, a special educational needs coordinator is in place to support children's care, learning and development. In addition staff are clear about their roles in working in partnership with parents and external agencies to ensure children's needs are met. Staff have established good partnerships with parents and as a result parents speak positively about the setting. For example, they report that staff are approachable, and that the

setting has provided a good experience for their children and feels like home. A well-resourced parent handbook and notice board are in place, enabling parents to gain a good understanding of organisational issues, policies and procedures, including information about the Early Years Foundation Stage.

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	EY458382
Local authority	Barking & Dagenham
Inspection number	905408
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	30
Number of children on roll	1
Name of provider	Chosen Generation After School Play Scheme Limited
Date of previous inspection	not applicable
Telephone number	02085267575

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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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