

# Yellow Birds Out of School Club at Longshaw Primary School

Longshaw Primary School, 18 Longshaw Road, LONDON, E4 6LH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 28/11/2013 |
| Previous inspection date | 27/09/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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 benefit from a good range of child-led activities and experiences. Consequently, they make meaningful choices about what they play with and are well supported by staff who promote individual learning.
- Children enjoy their time at the setting. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development. Consequently children are learning the importance of socially acceptable behaviour and building positive relations with practitioners who care for them.
- Children have daily opportunities to enjoy extensive indoor and outdoor physical play, which promotes their healthy practices.
- A range of freshly prepared healthy and nutritious meals are provided. This helps children make healthy choices about what they eat and raises children's awareness of the importance of a healthy lifestyle.

### It is not yet outstanding because

- Opportunities for children to relax in quiet restful areas are not fully resourced.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector examined a range of policies and procedures the management uses when caring for children.
- The inspector observed practice, including teatime, and spoke to a selection of parents about their child's progress.
- The inspector talked to the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children's play and staff interaction, indoors and outdoors.

## **Inspector**

Debbie Buckingham

## Full report

### Information about the setting

Yellow Birds Out of School Club at Longshaw Primary School registered in 2009. It operates within the grounds of Longshaw Primary school in the London Borough of Waltham Forest. The children have use of two large halls and share access to a secure enclosed outdoor play area. The club is open each weekday from 7.30 am to 9 am and 3.30 pm to 6 pm, term time only. The club is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently nine children on roll between the ages of two and five years who attend a variety of sessions. There are nine members of staff, six of whom hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- provide a restful and cosy area that allows children to have quiet time.

## Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a wide range of interesting and challenging experiences across the areas of learning. Staff provide a good range of activities and experiences to stimulate children's independent learning. Consequently, children become fully absorbed in activities of their choice. For example, they participate in large group games negotiating space and positioning, listening carefully to instructions about what actions to follow. Children are active and inquisitive learners. They enthusiastically engage in their learning environment and are clearly delighted when staff congratulate them for their perseverance, balance and coordination skills.

The quality of teaching to support children's individual learning is good. Staff know children well, given the limited time children attend the setting, and skilfully build on their interests. The children's ideas are included in the planned activities and clearly inform subsequent learning. For example, after identifying a child's interest in food preparation, the child's key person skilfully weaves this through other learning areas. Consequently, children become fully absorbed in activities that interest them and challenge their learning. For example, they serve themselves food at mealtimes, which helps to develop their small muscles and coordination skills. They measure and pour, which helps them to refine and practice their number skills and mathematical concepts. Staff further enhance children's learning by planning activities, such as colour mixing and collage pictures, which stem from the children's interests. Staff routinely consider children's individual capabilities and

adapt activities accordingly, for example, ensuring younger children are given additional time and support in their play. Such good practice ensures all children feel a sense of achievement.

Staff undertake regular observations to establish the next steps in children's learning based on what they already know and can do. They quickly identify areas where children need additional support, for example, to manage their behaviour or to understand the needs of others. Individual 'Learning journeys' and 'Scrap books' are completed and provide evidence of children's progression through written observations and photographs. Staff monitor children's progress in all areas of learning and the broad range of activities and experiences naturally complement children's learning in school. Staff encourage children to be enthusiastic learners, which help prepare them for the next stage in their learning as they progress through school. Staff offer parents support if there is anything they think their child would benefit from in order to continue to make good progress. This helps to involve parents in their children's learning and development.

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

Good relationships with the key person and the staff team help children form secure attachments that provide a strong foundation for their well-being and help prepare children emotionally as they move between school and the setting. The caring and supportive environment helps children feel valued, safe and settled. Children talk openly with staff as they play out events and experiences within the setting. Staff are sensitive to children's individual needs and work closely with parents and school staff to ensure individual care needs are well met. Consequently, children settle quickly and demonstrate a strong sense of belonging when they arrive at the setting.

Planned activities and instructions from staff help children develop an understanding of the importance of physical exercise and a healthy diet. For example, children make their own pitta bread pockets, which helps to promote their independence and self-help skills. Children enjoy regular opportunities to be physically active in the large hall, for example through group games and obstacle courses. Children have access to a well-presented outdoor play area that provides opportunities for children to explore and investigate the outdoors. Children who wish to relax in comfort for a short time after their day at school do not have many opportunities to do so. Staff provide a small mat with a few cushions and a box of reading books on the floor. Although this does offer some space to children to lie down or read a book, in comparison to the active areas available for play, it does not fully promote children's need for quiet restful areas.

Children are learning to keep themselves safe because staff provide meaningful explanations to raise children's awareness. For example, they explain how to walk safely from one play room to another. Children's awareness of other cultures and beliefs of others is celebrated through activities that acknowledge differences in the way people look, dress and eat. Staff are positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Good behaviour is routinely praised and unwanted behaviour is discreetly and quickly addressed

to help prevent escalation. For example, the introduction of the clapping song gains children attention quickly and responsively. Consequently, children are learning the importance of listening, following instructions and giving attention to adults. Therefore, children's personal, social and emotional development is particularly well fostered. This helps to promote children's confidence and self-esteem and acquire the attitudes and dispositions they need in readiness for the next stage in their learning as they progress through school.

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

The inspection took place following notification of an accident to a child while playing in the sports hall and an allegation made of inappropriate conduct against a member of staff. The inspection found that the staff are fully aware of their responsibilities and took all necessary steps for appropriately treating the injury, informing parents and the relevant authorities. The manager carried out a full review of the indoor area following the accident and routinely reviews risk assessments each term with the staff team to make sure risks are minimised or eliminated. In relation to the allegation against a member of staff, the inspection found that the management undertake robust vetting and recruitment procedures to ensure the suitability of staff. Correct ratios and deployment of staff to supervise children were observed, alongside completion of accident records and relevant authorities were informed. A robust behaviour policy is in place and is effective in supporting good behaviour and the manager explains children's awareness of the rules of play. As a result of the investigation by the management, appropriate performance management procedures were followed. Overall, management has taken positive steps to improve practice, which helps to promote children's welfare effectively.

The manager works directly with the children alongside other member of staff and together they effectively meet the individual needs of the children. The close working relationship means staff are continuously monitored which ensures consistency in children's care. Staff benefit from working alongside a range of experienced room leaders, who successfully model good practice to help staff develop their own professional practice. There is a good overview of the educational programme, which effectively promotes children's learning in most areas. Consequently, children benefit from a broad range of activities and experiences, which help them continue to make progress towards the early learning goals. Partnership working helps to ensure staff fully support children's personal, social and emotional development. The systems in place for the sharing of information within the school are very well developed.

The manager is supported by the management structure within her company. Clear systems are effectively implemented to ensure the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are fully met. All records are well maintained, policies and procedures are routinely reviewed and robust induction and vetting processes ensure that all staff understand them. Since the previous inspection the management has addressed the previous actions and recommendations, providing now clear fire exit signs for safe evacuation. Management ensures that at least one person

who holds a current paediatric first aid qualification is on the premises at all times when children are present. Also, that the child to staff ratio is maintained so that children are adequately supervised; this helps to ensure their needs are met.

Systems are in place to monitor effectiveness of all aspects in the provision, which take into the account the views of parents and children. The management of the company meet to discuss their vision for the future and staff meet routinely to reflect on daily practices and review activities and practical arrangements. Staff supervision is completed successfully identifying future training needs. The 'open door policy' encourages families and staff to express their opinions and feedback, together with the welcomed views of children, which help inform subsequent activities.

Arrangements for safeguarding children are strong and embedded within the provider's rigorous vetting and recruitment procedures, which help to ensure staff are suitable to work with young children. Regular training and clear policies ensure staff are well informed about the possible indicators of abuse and are able to implement appropriate procedures. Mutually respectful relationships are evident between parents and staff. Parents spoken to during the inspection are happy with the care their children receive. Children themselves confirm they enjoy coming and many are reluctant to go home when parents arrive to collect them. The management are fully aware of the importance of working with external agencies to ensure children receive the support they need. As a consequence, the management has employed outside professionals to deliver training in behaviour management in order to support staff in understanding children's emotional and behavioural development.

### **The Childcare Register**

The requirements for the compulsory 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY398080                 |
| <b>Local authority</b>             | Waltham Forest           |
| <b>Inspection number</b>           | 945117                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 8                    |
| <b>Total number of places</b>      | 40                       |
| <b>Number of children on roll</b>  | 65                       |
| <b>Name of provider</b>            | Ella Rebecca Parkinson   |
| <b>Date of previous inspection</b> | 27/09/2010               |
| <b>Telephone number</b>            | 07723 332 493            |

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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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