

Chase Lane Infants School YMCA After School Club

York Road, Chingford, London, E4 8LA

Inspection date	10/03/2014
Previous inspection date	22/10/2010

The quality and standards of the early years provision	This inspection:	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 behave well and are kind and considerate to their friends and others. This is because staff remind children of the rules and boundaries in the setting.
- Children enjoy attending the club and play happily with their friends and others. They feel secure and develop good attachments with staff, who know them and their families well.
- The children play with a good range of resources, which they easily access to develop their independence and learning.
- Staff give maximum priority to children's health, safety and well-being. They promote healthy eating and independence and ensure all children are happy and secure.

It is not yet outstanding because

- Self-evaluation does not include the views of all children and parents using the out of school club to help drive improvement in the quality of the play provision.
- Staff sometimes miss opportunities for children to develop independence skills. For example, children do not always prepare or serve their own snacks.

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 playing with a range of toys and resources in the room.
- The inspector observed the relationships between the children and the staff, and children with each other and spoke to staff and children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled relevant documentation, including records relating to the suitability of staff and safeguarding policies and procedures.

Inspector

Sharon Henry

Full report

Information about the setting

Chase Lane Infants School YMCA After School Club registered in 2000. It is one of several out of school clubs operated by the YMCA organisation. The setting operates from Chase Lane Infants Primary School in Chingford, in the London Borough of Waltham Forest. Children have access to two halls and the school playground. There is wheelchair access and disabled toilet facilities. The after school service is available to children who attend Chase Farm Primary School. The club employs four members of staff of whom all hold appropriate early years qualifications. The setting opens each weekday from 3.15pm until 6pm, term time only. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, of whom 10 are in the early years age group.

What the setting needs to do to improve further

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

- further develop the self-evaluation to utilise the views of parents and their children in driving improvements in the provision for the children and their families
- maximise opportunities for children to develop their independence at snack time by providing them with the opportunity to serve themselves

Inspection judgements

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

Children are clearly happy and confident when attending the club and enjoy their time spent with each other and older friends. They are actively involved in their play and, overall, have access to a good range of toys and equipment to support their learning and play. Staff have a secure knowledge and understanding of how children learn and develop. They use observations to plan and tailor the environment to reflect the children's interests. Parents share information in the 'all about me' form and this enables the key person to know about each child's routines, interests and to use this to provide activities relevant to those needs. Children enjoy what they do and this is reflected in their delight in sharing their achievements. Staff effectively support children to make ongoing progress in their learning and development. They use the aims of effective teaching and learning to underpin what they provide to motivate and challenge children in what they do.

The staff balance the day by providing a mix of adult-led and child-initiated activities. The children consistently receive an appropriate level of support to suit their needs regardless of what they choose to do. For example, children are able to create their learning

environment as they have the opportunity to choose what they want to play with.

Children enjoy playing games of their own choice and some like the challenge of construction kits and board games, which have links to physical development and problem-solving skills. Children use their imagination as they discuss what outfits to dress the dolls in and what accessories match the outfits. They act out being super heroes as they tie material around themselves and pretend it is a cape. Younger children spend a considerable amount of time playing with the play dough. They skilfully use tools such as rolling pins and shape cutters to manipulate the play dough, as they notice and talk about the different patterns they make. Children develop strong literacy and creative skills using a good range of resources. For example, children use felt tip pens, pencils and crayons to draw and then excitedly show their designs to staff. The staff members join children in their play and promote their communication and language development as they engage them in conversations. For example asking children about their day at school, what they did and if they took part in any activities. This supports children's recall and language for thinking. In addition, children are quick to engage staff in conversation, as they excitedly talk to a member of staff about their favourite restaurants and foods.

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

The staff team are very caring and supportive. This contributes effectively to children feeling safe and secure and forming trusting relationships with the staff. The well-planned playroom and the varied range of quality resources and equipment fully support the children to explore and develop their learning experiences well. Children move around the different areas and access resources independently to make choices, which further enhances their self-assurance.

Staff manage safety with the children as part of the daily routines. Staff supervise the children efficiently as they inform them about keeping safe. For example, not running inside as they may fall and hurt themselves and to be careful when negotiating the outdoor climbing frame. This helps children develop a good understanding of safe practices.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise them and give clear explanations of boundaries to help keep children safe and secure. Staff remind children of the importance of being kind and caring to one another and how behaving inappropriately can upset others. Staff also praise children when they are helpful or when they follow the rules appropriately. An example of this is at the end of the session, when they help to put the equipment away. Children work cooperatively with each other and the older children demonstrate a caring nature as they take care of the younger ones. This shows that they are developing respect for themselves and others.

Children's health and physical development is well supported as they have regular access to fresh air and physical play. They access the large school playground and enjoy group ball games and using physical apparatus. Children show a good awareness of what

constitutes a healthy lifestyle. For example, they learn about healthy eating through the well-balanced range of snacks provided. Children are able to contribute to the planning of menus and staff listen to their preferences and teach them about the importance of healthy eating. Staff also use meal times as a social occasion for the children. As a consequence children have good appetites and enjoy sitting and eating with each other, chatting about their day at school. However children sometimes lack opportunities to enhance their independence skills as they do not always have the opportunity to pour their own drinks and help themselves to their sandwiches.

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

Staff have good knowledge and understanding of the requirements of the Early Years Foundation Stage and use this to support children's welfare and learning effectively. Management are aware of the need to ensure Ofsted is notified of all changes, in line with requirements of the Statutory Framework for the Early Years Foundation Stage. The environment is well organised and accessible to all children. This means they are developing confidence and self-esteem as they independently choose the activities they would like to take part in. Staff manages their time well and are deployed effectively to meet all children's individual needs and wishes. The staff demonstrate a high level of commitment to promoting safety and they help children develop a good understanding of how to keep themselves safe from a young age. They manage child protection issues well, linking with other agencies as necessary to protect children from harm. All staff take responsibility for keeping the setting safe and they complete effective risk assessments and supervise closely to minimise hazards. For example, member of staff closely supervise children as they play on the climbing frame in the playground.

Robust systems are in place for the appointment of staff with a clear induction, ongoing supervision and appraisals to ensure they remain suitable for their role and to support their professional development. The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards. This is demonstrated by regular observations of staff at work, enabling them to identify training needs or concerns to improve the quality of the provision. The staff group is well established and all the staff work hard to provide good quality care and learning opportunities through monitoring of the educational programmes.

Children tell their parents and visitors that they enjoy attending the setting. They are happy to come and have formed good bonds with their key person and other staff, contributing to their emotional well-being. Sound transitions are in place between the school that children attend and the setting. Information is communicated to staff on any relevant information about their care, which may need to be shared with parents at the end of each day. This supports good partnerships with parents.

Parents feel they are consulted on a regular basis and make very positive comments about the care their children receive. The policies and procedures are readily available for parents, and have been updated in line with revised guidance. Staff use them effectively to provide a well-managed out of school club which meets the needs of the families who

use it. It provides good quality care in safe premises, where children feel welcome and valued.

The process of self-evaluation is developing, however it does not fully incorporate the views of parents and children to help drive improvement in the outcomes for children. All the actions and recommendations raised at the last inspection have been fully addressed. For example, the organisation has updated their safeguarding procedures by ensuring that all staff underwent safeguarding refresher training and are aware of the organisation's policies and procedures to protect children's welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	155095
Local authority	Waltham Forest
Inspection number	952925
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	24
Name of provider	Forest YMCA of East London
Date of previous inspection	22/10/2010
Telephone number	07957 478246

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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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