

# Shalom Childcare Project

Ifield Community Centre, Ifield Drive, Crawley, RH11 0HD

## Inspection date

Previous inspection date

04/04/2014

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

- Staff use effective systems to get to know children quickly and use children's interests and ideas to shape the planning of activities.
- Successful partnerships with parents, and other settings children attend, help support children's individual needs well, including children learning English as an additional language.
- Children are very confident and motivated to play and learn as they develop close bonds with staff that enjoy being involved in their play.
- Effective leadership and management help to safeguard children and bring about continuous improvements.

### It is not yet outstanding because

- Some staff do not always give children clear explanations for why they should follow safety rules so that children learn about keeping safe.

## 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 all the areas used both indoors and outside.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records, staff records, safeguarding procedures and risk assessments.

## Inspector

Jacqueline Munden

## Full report

### Information about the setting

Shalom Childcare Project Ltd trades as TOTZ2TEENZ. It registered in 2013 and operates from rooms within Ifield Community Centre in Crawley, West Sussex. The out of school club is open each day from 7.30am until 8.45am and from 3pm until 6.30pm during term time. Children access an enclosed outdoor play area. Children are taken to and collected from local schools. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 25 children on roll, five of whom are in the early years age group. The club supports children with special educational needs and/or disabilities and children learning English as an additional language. There are five members of staff working with the children including the manager, all of whom hold a recognised early years qualification.

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

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

- help children learn about keeping safe by making sure all staff consistently explain the reasons for safety rules.

### Inspection judgements

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

Children are happy and excited to see the staff and their friends when they are collected from school. Staff make children feel welcome by asking about their day as they walk back to the club. Staff and children join in singing 'happy birthday' to a child who is celebrating their birthday as they walk. Children happily sit together for a short time in a 'welcome circle' and chat about what they have done that day. As a result, children get to know each other and learn to listen to and respect each other and staff. Children are fully involved in helping to plan the environment and offer ideas of activities they take part in through the children's committee. As a result, they feel valued and demonstrate high levels of confidence. Staff are alert to children's interests and use them to create play opportunities to enhance their enjoyment. For example, they make sure clothes are available for role-play activities, which encourages the different ages of the children attending to play alongside each other in imaginative play.

Staff support children's language and communication skills effectively by engaging in children's play and prompting discussion. This stimulates conversations which lead to children increasing their understanding and broadening their vocabulary. In particular, children learning English as an additional language show they are confident speakers. Staff promote language skills by asking children about the castle they have made in the sand tray. Children describe it and explain 'there are two princesses, one queen and one

prince living in there'. The needs of children with special educational needs and/or disabilities are met well as staff are clear about their preferences and requirements. Children learn to care and respect others and learn about all people in society as they interact with and play alongside each other. Staff encourage parents to come in to the club and share their foods and show their traditional clothes to help children learn about different cultures.

Staff plan some activities for each session with a focus on having fun which children excitedly engage in. Many involve parents who report they enjoy being able to join in and be involved in their children's life at the club. Children enthusiastically describe how their parents came and took part in the Easter egg hunt. This has a positive impact on the relationships staff build with parents and children. Children enjoy a wide range of creative play both indoors and outside which helps develop their coordination. They investigate different materials as they make Easter cards. Children build muscles and experiment with how to use tools as they explore a large tray of blue paint. For example, they scoop the liquid up on a spade and tip it off; they turn the spade and scrape the bottom of the tray, dragging the paint towards them. Staff are eager to join in children's play, which helps to extend children's learning and encourages them to explore. Staff support children with their homework by providing a quiet room for children to sit. They listen to children read and help them to sound out words.

Staff make observations of children's interests and achievements and use them to accurately assess children's levels of development. They work closely with parents, schools and pre-schools to plan the next steps in children's learning. As a result, children develop high levels of confidence and social skills. They are active learners and make good progress.

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

A happy and harmonious atmosphere permeates the club. Staff and key persons get involved in children's play and spend time talking to them, which helps children form strong bonds and trust with them. Children show they feel safe and secure as they say they know who to speak to if they have a concern. Staff are good role models and foster a kind and respectful atmosphere in the club. Younger children benefit greatly from playing alongside the older children, who happily include them in their games. Children behave well and staff intervene with appropriate strategies, agreed with parents, if a child needs support to manage their emotions. They encourage children to negotiate and discuss ways to overcome their differences. This helps children prepare for their future learning and be able to deal with conflict. Staff recognise and reward good behaviour, for example by awarding end of term certificates to children for being good helpers and being kind. This has a positive impact on children who show pride and strive to receive another.

Staff are alert and follow effective procedures to keep children safe and to promote their well-being. Children take part in fire drills so they know how to act in an emergency. Overall, staff teach children to follow rules to keep safe such as walking in pairs and holding hands as they walk to and from school. However, not all staff encourage children's

understanding of why it is important to be responsible for their own safety and to follow rules. For example, they tell children not to run indoors but do not explain why it is not safe to do so. Children enjoy spending lots of time outdoors, which benefits their good health. Children burn off energy and build stamina as they dash around playing chase and clambering over the climbing frame outdoors. Children learn healthy lifestyles as they make healthy choices from the range of fillings for their wraps at tea time. Children are independent and willing to help each other as they help prepare the meal, laying the table and pouring drinks. Staff provide an interesting play environment both indoors and outside and the wide range of resources are easily available for children to choose from.

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

Management has a secure understanding of the safeguarding and welfare requirements. The implementation of rigorous procedures when recruiting staff, and their ongoing supervision, helps to ensure the suitability of all adults. All staff undergo a thorough induction including informing them of their roles and responsibilities in helping to protect children. Risk assessments are used effectively to help make sure children are kept safe both in the club and on outings. All staff have a secure knowledge of the child protection procedures to follow should they have a concern regarding a child. The manager ensures staff remain aware of the possible signs of abuse by reviewing the procedures at team meetings. She poses scenarios and asks staff how they would respond and what actions they would take to test they are clear about their responsibilities. This demonstrates a very strong commitment to safeguarding children.

The manager has a secure understanding of the learning and development requirements. She works closely with the deputy to provide and monitor a good programme of activities that is fun and promotes children's learning and development. Staff appraisals are used to target their ongoing professional development. For example, staff attended training in how to observe and assess children's levels of development to help them plan for the younger children. An additional member of staff has trained in supporting children with special educational needs and/or disabilities which helps the club support children's needs and to provide an inclusive environment.

The staff team evaluates all aspects of the club and makes improvements to benefit children. The manager welcomes feedback from parents, children and the local authority. Staff develop strong partnerships with parents who report their children settle quickly, have great fun at the club and often do not want to leave at home time. Parents welcome being involved in many of the activities and feel their children are making good progress, especially in their use of the English language. Staff work with other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a positive effect on each child's welfare and learning.

### **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	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>	EY469289
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	936610
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Henrietta Harris
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07851627295

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

