

The Waring Rooms

The Street, MALDON, Essex, CM9 4NB

Inspection date

23/04/2014

Previous inspection date

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 enjoy their time in this friendly out of school club. There is a wide variety of activities for them to choose which support their learning and interests.
- Staff are well-qualified and this ensures that there are purposeful interactions with children. Consequently, children thrive due to sensitive teaching and this builds on their learning from school and from home.
- The leadership constantly review and reflect on their practice, which ensures that children are content and well cared for. Children are protected from harm as staff have a very good awareness of child protection issues and who to contact in the event of a concern.
- Partnerships with parents and the school are very good and effective communication methods enable children's welfare to be promoted.

It is not yet outstanding because

- Occasionally, children do not fully develop their skills towards independence. For example, they do not have regular opportunities to make their own snacks.
- There is scope to engage children's further interest in books by displaying them more attractively and placing them within play activities, such as placing books about building in the construction area.

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 two playrooms.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector

Suzanne Smith

Full report

Information about the setting

The Waring Rooms was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from two large rooms in St Andrews Church Hall in Heybridge, Essex. The out of school club is privately owned. It serves the local area and is accessible to all children. The out of school club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The breakfast club operates from 7.30am until 9am and the after school club from 3.15pm until 6pm. The Waring Rooms also operates a holiday club from 7.30am until 6pm. Children attend for a variety of sessions. There are currently six children attending who 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:

- maximise every opportunity to support children's skills towards independence, for example, by regularly encouraging them to make their own snacks
- enhance even further children's enjoyment of books, for example, by displaying them attractively and placing them amongst play activities to further engage children.

Inspection judgements

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

The out of school club provides children with an interesting and varied environment. Children are able to choose to play in the larger room or in the quieter, smaller room. In the larger room there is space for them to play physically and they enjoy a game of hockey. This game supports children to work socially together to develop teamwork skills. Older children are careful of younger children and they play very well together. The game is overseen by staff and they are fully aware of individual children's learning needs. For example, the game has been supplied to specifically encourage children to work as part of a team. Staff show a good understanding of children's needs and how to plan experiences to meet those needs. In the quieter room, children that show a strong interest in reading are supported with different ways to develop their interests. There is a large selection of age-appropriate books and the opportunity to listen to stories on a CD player. Good social interaction exists as older children support younger children to turn the pages when the music is played. The books, however, are not displayed attractively to entice all children to use them and they are not incorporated into children's activities to fully support their interest in books.

Children's communication and language skills are promoted well and highly valued. Children talk to staff confidently and share what they are doing. For example, they explain they are making hearts with the cutter as they use the dough. Children are also encouraged to communicate their needs in writing. All children write down what they would like for snack and younger children are supported by staff. Staff sound out the word 'cracker' and the child shows a high level of concentration as she writes the word. Children are learning that writing is used for a purpose and show real skill as they add their choices to the snack list. Teaching interactions are very good and children's learning is skilfully supported. Consequently, children display the characteristics of effective learning, which supports the next stage in their learning.

Children's personal, social and emotional development is promoted well. Children have made firm friendships and they show true enjoyment as they play and relax with their friends. Parents explain that children enjoy their time at the club so much that they do not always want to come home. There are very good links with parents, who provide information on their children's learning when they first begin. Staff compile effective learning journals that chart young children's learning and progress while at the club. These are shared with the parents, who contribute to the journal with comments on their child's learning. Parents are fully welcomed into the club and discuss children's ongoing learning everyday. There is good communication with the school and this supports a secure knowledge of children's learning. As a result, children have good continuity of care and are supported to make good progress.

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

Children's welfare is given a high priority and they are settled into the club following an introductory visit with their parents. At this visit information about children's care needs is collected. Consequently, when they begin at the club their emotional well-being is supported well as the key persons have formed a good understanding of their needs. Regular communication with parents and the school ensure that children's care needs are constantly well-known and promoted. This enables children to be confident, self-motivated and well-prepared for the next stage in their learning. The out of school club also runs a holiday club and a variety of experiences are planned to support children's well-being. They have trips out to go bowling and to visit the woods. At the woods they take part in fun and engaging activities, such as building dens and making swings from tyres. Children learn to take risks as they are encouraged to climb trees and develop self-confidence in their abilities. The activities are risk assessed to ensure any risks to children are minimised and support children's safety.

Children's behaviour is very good and there are respectful and trusting relationships between children and staff. Parents comment on the respect that children show to staff and on trips out, passers-by comment on their good behaviour. Children are well-behaved because there are clear expectations for their behaviour and staff are good role models. Children are cooperative and help to tidy the hall at the end of the session. However, they do not always make their own snacks to fully support their skills towards independence. Children learn about differences as they explore different cultures, such as Chinese New

Year and St George's Day. They regularly visit the church and enjoy making pictures from brass rubbings, as well as ringing the church bell. Children are currently learning songs, using small musical bells with a lady from the church. This provides children with different experiences that motivate and inspire their interest in learning. Children are learning how to keep themselves safe and they confidently attend to their own personal hygiene. There is constant access to fresh drinking water supporting healthy practices. Children explain they have fruit everyday with their snack of sandwiches and crackers. Consequently, the food is nutritionally balanced and promotes children's health. Staff are fully committed to providing a safe environment and risks assess the premises everyday. Risk assessments contribute to children's safety, for example, the heaters are checked that they do not become too hot. Regular fire drills are carried out to support children's awareness of safety. Staff have paediatric first aid training and they are, therefore, able to support children if they have an accident. Children play outdoors every day and use the park, church grounds and local woods. As a result, children have access to fresh air and their health and physical skills are well-promoted.

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

The leaders have a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully aware of the steps to take in the event of a child protection concern. This is supported with comprehensive policies that explain the process to follow if there is an allegation made against a member of staff. The policies are regularly updated where necessary and read by staff. There is a mobile telephone and camera policy which explains how these should be used appropriately to keep children safe. Although, there are only two members of staff, they have recruited another person in the event that one of them is away. They follow safe recruitment practices that involve collecting references and holding interviews to assess staff suitability. All staff and visitors hold Disclosure and Barring Service checks that ensure they are safe to work with children.

Children are making good progress and their learning at the club complements the learning at school and at home. Good knowledge of individual children's development from comprehensive learning journals ensures that activities are planned to interest and challenge children. Staff are dedicated and motivated to plan exciting activities for children and these are monitored to assess their success. Monitoring of activities leads to activities being adapted, where it is felt necessary, to enhance children's learning further. Staff have a good awareness of the learning and development requirements of the Early Years Foundation Stage.

There are regular discussions between staff which highlight areas where they can individually improve their practice. Staff regularly update their training and as a result, they have a secure knowledge of how children learn. Training needs are identified and appropriate courses are undertaken. Recent courses attended are food safety, storytelling and autism awareness. The good level of staff qualification and the training attended has a positive impact on children's welfare and learning. The leaders continually reflect on

their practice and make improvements where it is felt necessary. Parents and children contribute to the self-evaluation plan as they complete questionnaires and talk to staff regularly. Staff listen and are attentive to any ideas raised by them. Children regularly comment on what they would like to do and their ideas are written down on a paper leaf and displayed on a tree. As a result, children's views are considered, which supports their self-esteem and engages them in their learning. There are very good relationships with parents and a regular two-way flow of information ensures that children's needs are very well met. The strong links with the school also enable the club to meet individual children's needs. Children thoroughly enjoy their time at the club and thrive under the sensitive care and guidance of staff.

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

Unique reference number	EY472529
Local authority	Essex
Inspection number	942022
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	6
Name of provider	KidzZone Partnership
Date of previous inspection	not applicable
Telephone number	07908167502

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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

T: 0300 123 4234
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