

# Emmanuel Community School Forest YMCA Before and After School Club

St. Marys C of E Primary School, The Drive, LONDON, E17 3BN

<b>Inspection date</b>	23/05/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 happy at the after school club and have developed strong partnerships with staff.
- Staff provide a child centred environment to ensure all children feel valued.
- Staff have a sound understanding of supporting individual and groups of children in partnership with school staff.
- Children's self-care skills are promoted well to ensure they are independent learners.
- Good relationships are developed with parents to support children's care, play and learning.

### It is not yet outstanding because

- Staff do not always say spoken words correctly to strengthen children's language and communication 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children's play and interactions with staff and their friends.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector discussed the setting's self-evaluation.

## **Inspector**

S Campbell

## **Full report**

### **Information about the setting**

Emmanuel Community School Forest YMCA Before and After School Club registered in 2013 and is run by Forest YMCA. The setting operates from St. Marys C of E Primary School within the London Borough of Waltham Forest.

The setting is each weekday from 8am to 9am for the breakfast club and 3.30pm to 6pm after school term time only. The setting provides care for pupils of Emmanuel Community Primary School. There are four children on roll in the early years age group. The setting also provides care for children over five to eleven years. The setting is registered on the Early Years Register and the compulsory and voluntary Childcare Register.

The setting employs two staff and all staff hold recognised early years qualifications. One member is working toward a higher childcare qualification. The setting has two pet guinea pigs.

### **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 communication and language skills by helping children to pronounce words correctly.

## **Inspection judgements**

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

Staff provide an environment that promotes children's confidence and learning. On entry to the after school club staff work in partnership with children to obtain information about their starting points. This information is shared with parents enabling them to contribute to children's initial assessment, which means staff are able support children's learning and development. Children's learning is effectively supported and monitored by staff using systematic observations, and are documented in childrens' learning journeys. Staff work closely with school staff so that useful information is obtained about children's next steps in learning. This ensures a consistent approach to support children's learning and the planning of activities to meet children's individual needs.

Overall, children show that they are confident and inquisitive communicators. They approach staff with ease to find out about visitors to the setting and what they are doing. At the beginning of the session staff ask good open ended questions by paying an interest in what children say and their school day. Consequently, children take pleasure sharing with staff that it is a non-uniform day and describe that they have fast shoes on. For the

last day of term children receive a treat to watch a DVD, and this event initiates good discussions with staff and their friends. This allows children to share their experiences and thoughts. Children share that they have watched the DVD on their tablet and others talk about going to the cinema. However, while children are engaging in daily activities staff do not always say words correctly strengthen children's communication and language skills.

Children benefit from taking part in freehand drawing activities, which effectively supports their developing writing skills. Children scribe recognisable words, which demonstrate they are developing a strong understanding about making meaningful marks, for example the first letter of their name. Books are readily available and promote good positive images, which effectively promote children's interests in printed materials. This allows children to value similarities, differences and the wider community. Children develop their mathematical skills well. Children make comparisons while playing with farm animals and play people. Children use mathematical language during their play by describing that they have twin cows and have a little baby duck. Additionally, children take time to place a varied range of animals in sequence from big to small. Staff encourage children to count small building blocks and they are able to count up to thirteen and beyond unaided.

The provision has two pet guinea pigs 'Chip' and 'Pin'. The children enjoy looking after the animals. Staff display clear rules to help children develop a good understanding of caring for some aspects of living things. Through thoughtful planning of observing living things staff extend children's learning and support current school topics, for example sea animals. Children benefit from learning about 'Del' and 'Rodney' the terrapins, and their habitation including what they eat. Children's imagination and creativity are effectively promoted to support their learning and development. This is because staff plan a varied range of arts and craft activities, for example modelling dough, shaving foam, finger paints and paper-mache. Children's learning is extended as staff allow them to experiment by mixing paint and gloop together to observe the change in colour and texture.

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

Staff know children well, which supports their learning. The relaxed and respectful approach to children's care allows them to develop strong bonds with staff. During daily registration children politely say 'good afternoon' to staff, their friends and others. Children's social skills are further promoted because the registration routine is used as a good opportunity for staff to share the day's activities. In the main children are well behaved and enjoy their time spent with staff and others. While watching a DVD children fetch a blanket so that those watching the DVD can cosily sit together. This demonstrates kindness and consideration for others. Children's ideas are valued because a wish list is available enabling children to take responsibility for their own learning and interests. Consequently, with the help of school staff, staff create a den that is used as a quiet area for reading books.

Children confidently select what they would like to eat and prepare their own snacks. Staff gather children's views for the forthcoming week menu, which effectively supports

children's independence. Staff promote children's understanding about foods that are good for them by providing healthy food options and through discussion. Children have access to large scale outdoor equipment to promote their physical skills. Children enjoy singing along to feature tracks, and dancing to songs. In addition, they pretend to be a reindeer and play an air guitar, which enables them to express themselves in a variety of ways.

Children are familiar with the routine and automatically take their shoes off to sit on the mat in the school gym. Staff gently remind children not to run without their shoes so that they do not hurt themselves. This helps children to think about their personal safety. Children are able to take safe risks while using a knife at snack time because they are closely supervised by staff. On a whole throughout the session, staff monitor children's play and daily routines well to promote their well-being.

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

The key-person system works well to ensure a consistent flow of three-way communication with school staff and parents. Staff build strong relationships with parents and value their contributions to children's learning journey developmental records. This ensures all involved in children's care and learning are kept well informed of children's learning. Parents speak positively about the care and service provided, which demonstrates the effective partnership working that is in place.

Children are cared for in a safe environment because staff ensure risk assessments are undertaken to identify any potential hazards. Relevant documentation, policies and procedures are in place to promote children's welfare. The child centred environment enables children to take part in a good range of adult-led and child initiated activities. This is because children contribute to the planning of daily activities, which allows them to take responsibility for their own learning.

Children's welfare is promoted because staff have a strong understanding of their role in safeguarding procedures. There are robust vetting procedures to promote children's welfare. Staff demonstrate a good understanding of the requirements of the Early Years Foundation Stage. Staff receive ongoing support from management to effectively enhance their role, and as a result this promotes good outcomes for children. In addition, staff receive ongoing training and appraisal to support their skills, knowledge and professional development. There are effective processes in place for staff to undertake a culture of reflective practice, which enhances children's learning and development further.

### **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>	EY468728
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	936286
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Forest YMCA of East London
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 8520 0775

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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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