

# Young Inspirations

322 High Road, Ilford, Essex, IG1 1QP

<b>Inspection date</b>	10/06/2014
Previous inspection date	29/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not demonstrate an adequate understanding of child protection issues and procedures, which compromises children's welfare.
- Processes for supporting staff's skills and professional development are not rigorous enough to identify areas for improvement to support their roles and responsibilities.
- Children's independence is not consistently promoted to effectively promote their self-care skills.
- Staff have not made links with children's schools to extend and support their learning.

### It has the following strengths

- Children engage in a range of activities to support their learning. Staff provide a child-centred environment where children's views are valued.
- Children are steadily making progress and staff support children's next steps in learning.

## 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's play.
- The inspector sampled documents, policies and procedures.

## Inspector

S Campbell

## Full report

### Information about the setting

Young Inspirations registered in 1996. It is an out-of-school club which operates from the church hall of Ilford Baptist Church, in the London Borough of Redbridge and serves the local community. It is part of Healthy Living Projects Ltd, a charitable company formed by the church to manage and oversee its range of caring initiatives. The club is on ground floor level.

The breakfast club is open each weekday from 7.30am to 9am. The after-school club is open each weekday from 3.30pm to 6pm during school term times. The play scheme is open in school holidays from 8.30am to 6pm. There are currently nine children on roll in the early years age group. The club also cares for children from five to 11 years. The club currently supports children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager. All staff hold appropriate childcare qualifications. Three staff are working toward a higher childcare qualification. The setting receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff have a sound up-to-date knowledge and understanding of safeguarding issues and procedures, including the identification of the possible signs of abuse and neglect to protect children from harm
- ensure all staff have the appropriate training, skills and knowledge, and a clear understanding of their roles and responsibilities, to safeguard children and promote their welfare.

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

- extend opportunities for children to develop their independence further, for example by enabling them to consistently serve their food and pour their drinks to fully promote their self-care skills
- develop links with children's schools to fully complement and extend their learning.

## Inspection judgements

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

Children enjoy their time at the club and they are settled. Staff plan and provide a range of activities which support children's play. Children show that they enjoy playing with their friends and staff. This demonstrates that they have built sound friendships and relationships. On children's entry to the club, they complete a questionnaire and an 'all about me' initial assessment record. This enables staff to gain a sound understanding of children's likes, dislikes and individual interests. Staff undertake observations and this is documented in children's profile books. Children's next steps in learning are identified and these are linked to areas of learning, which means staff are able to support their progress. Children's profiles are supported with photographs, enabling parents to gain a secure understanding of their children's learning.

Children are at ease in their environment and they communicate confidently with their friends, staff and others. Children's voices are valued and a book for children's comments is readily available so that they can express their views. Younger children draw pictures to express their experiences and things they like. Children take pleasure engaging in drawing activities. They use a range of writing and drawing tools with increasing control, and as a result they put meaning to marks by drawing recognisable shapes, such as people. Additionally, younger children attempt to write their name on their artwork. A visual name card system is in place to allow children to independently sign themselves in on their arrival to the club. This extends children's learning to take responsibility for their attendance and to recognise their name.

Children benefit from playing board games to support their problem-solving skills. Children use dominoes to build in a horizontal line until they fall, and start again. This allows children to use a range of finer physical skills and develop their coordination. Children create pictures using shapes enabling them to, for example, design a house with squares. Children explore their environment and take pleasure collecting leaves for art and craft activities. They learn about their own culture and those of others by celebrating a range of festivals, for example Christmas, Diwali and Hanukkah. Children's learning is further extended because staff take time to talk to children about the meaning of Eid and Hindu customs, for example Mendi and Bindi. Children are supported to take part in activities within the local community, enabling them to develop a sound understanding about resources that can support their well-being and learning. For example, the staff take the children to the local library, aquarium and park. Children's creative skills are promoted. This is because they enjoy spending time with friends making useful items, such as rubber band bracelets. Children enjoy acting out real-life scenarios while playing in the home corner and have fun pretending they are ordering food from the takeaway menu.

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

The provider takes steps to help promote children's well-being in the club. However, the weaknesses identified in staff's knowledge and understanding of child protection issues and procedures, and their lack of understanding of their roles and responsibilities to safeguard children, mean that children's well-being cannot be assured.

Nonetheless, children are supported generally well because there is a positive key-person system in place to support children's overall care, learning and development. Staff value children's contributions and hold regular meetings with the children to encourage them to share their views, such as what they would like for snacks. They are able to contribute to the planning for daily activities and share ideas for new resources. For example, the children choose to learn about different countries and discuss having a water xylophone and penguin skittles. Children help themselves to salad at snack time and they make choices about what they would like to eat. However, their independence is not consistently supported to effectively promote their self-care skills. This is because staff serve children's snacks and pour their drinks, rather than encouraging them to do this for themselves. Children show that they are familiar with the routine because after having their snack they automatically scrape their plates clean.

Children are well behaved and they are developing positive social skills. At snack time, they politely ask staff for second helpings. Children play harmoniously with their friends while playing board and group games. In addition, older children help younger ones in craft activities. Children feel good about themselves because staff praise them about their artwork, and as a result children give staff a 'high five' hand clap in recognition of their achievement. In the main, staff demonstrate a secure understanding of managing any unwanted behaviour, which helps children to develop a suitable understanding of right from wrong. For example, staff talk to children about the feelings of others and how they would like to be treated.

Children's health is promoted generally well. Children enjoy physical indoor activities, for example playing American dodge ball and table tennis. They take part in regular outdoor play which helps to support their well-being. Children receive both cooked meals and cold snacks, which contribute to their healthy lifestyle. This is because meals are balanced and nutritious. Children tell adults that their favourite foods are sandwiches with cheese or jam. Staff provide alternatives for children with specific dietary requirements. For example, children inform adults that they like having vegetable bakes. Through planned activities, children are supported to learn about healthy eating, for example by making fruit kebabs.

Children are generally safe because staff ensure children are escorted to and from the bathroom. In addition, staff are suitably deployed when children are using the ground and first-floor resources to promote their well-being. Children are encouraged to wear high-visibility jackets while on outings and staff talk to children about road safety awareness, which generally promotes their understanding of keeping themselves safe.

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

The inspection took place following a notification to Ofsted of a significant event about children leaving their school site unsupervised and walking back to the after-school club setting. The inspection found that following the incident, staff and management took prompt and effective action to ensure children's ongoing safety. They carried out a thorough risk assessment, and reviewed and revised collection procedures to ensure that there are now suitable arrangements to make sure children due to attend the after-school club are not able to leave their school site unsupervised. In addition, changes to children's collection time have been put into place in partnership with school staff, so that all the adults concerned are aware of children's whereabouts at all times. As a result, the policies and procedures and the improved staffing arrangements are now suitable to help prevent this incident from reoccurring.

Staff have attended some training in safeguarding children. However, despite this, children's welfare and well-being are compromised because staff do not demonstrate an adequate knowledge and understanding of child protection issues and procedures. In addition, there are insufficient processes in place to ensure staff are clear about their roles and responsibilities to effectively safeguard children. These are breaches of requirements for the Early Years Register and the associated requirements of the Childcare Register.

There are adequate vetting procedures in place to ensure children are cared for by suitable adults. Risk assessments of areas used by children at the club are undertaken on a regular basis to help promote their safety. There are processes in place for self-evaluation to allow staff to identify areas for improvement and the club's strengths. However, the self-evaluation process is not robust enough as a recommendation made at the last inspection has not been fully addressed relating to improving children's independence.

Staff demonstrate that they build suitable relationships with school staff. However, these are not fully effective as the links have not been fully developed. This means that useful information is not obtained about children's learning and development, such as the current topics and/or programmes of work to extend individuals' progress. Staff have developed sound relationships with parents. They are encouraged to view children's profiles at their leisure. In addition, the use of children's interest sheets encourages parents to share information about children's interests and experiences at home so that these can be supported in the planning of weekly activities. Additionally, parents' views are invited through discussion and questionnaires regarding any changes; for example their ideas are welcomed for the snack menu.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure children receiving childcare are kept safe from harm (compulsory part of the Childcare Register).
- ensure children receiving childcare are kept safe from harm (voluntary part of the Childcare Register).

## 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>	128357
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	977416
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	9
<b>Name of provider</b>	Healthy Living Projects Limited
<b>Date of previous inspection</b>	29/06/2011
<b>Telephone number</b>	0208 478 6478

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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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