

Childville After School Services Ltd

Becontree School, Stevens Road, DAGENHAM, Essex, RM8 2QR

Inspection date	26/06/2014
Previous inspection date	26/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Partnerships between the staff and parents, and the staff and teachers are well established. This contributes immensely to the continuity of care and learning for children.
- The good quality of teaching helps children learn to develop a caring attitude to other people who are in need in their community.
- Children delight in many opportunities for physical play and staff provide them with experiences that help to challenge their physical skills.
- There are effective measures within the club to ensure that children play safely.

It is not yet outstanding because

- Children have fewer resources in the role-play area that represent different cultures to help broaden their understanding of similarities and differences.
- There is an insufficient range of puzzles for the younger children to use in order to enhance their mathematical development.

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 had discussions with the provider and also the manager.
- The inspector observed the interaction between the staff and the children.
- The inspector sampled a range of documentation including children's records, observation and assessment reports, the safeguarding policy and risk assessments.
- The inspector had discussions with parents.

Inspector

Jennifer Liverpool

Full report

Information about the setting

Childville Centre is one of five settings owned by Childville Centre Ltd. It was registered in 2008 and operates from Becontree Primary School in the London borough of Barking and Dagenham. The group operates from the school's infant hall. There are two secure outdoor play areas. The club is open each weekday from 7.45am to 9am and 3pm to 6pm during term time.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children in the early years age range on roll. The club also care for children aged five to 10 years old. Children who attend are pupils from the school and from another local primary school, St Vincent's Primary School.

The club employs four members of staff, including a manager, to work with the children. Of these, three hold a National Vocational Qualification at level 3 in early years. One staff is working towards an appropriate 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 to gain a broader understanding of people's similarities and differences, by for example, expanding the range of resources in the role play area to represent the different cultural background of the children and their community
- promote children's mathematical development further by providing resources, such as puzzles, that suit the developmental needs of the children and help them to learn more about size, shape and positioning.

Inspection judgements

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

The staff establish what children can do when they first start by talking to parents and asking them to complete an initial assessment of their child's development. Staff use the information they obtain from parents and their observations of the children to plan purposeful and varied activities for the children. Staff are well positioned around the room to observe and monitor the children at play. In addition they know when to intervene in children's play, while allowing children to take the lead. For example, they talk to the children and show interest in what they do and say. Children respond to staff as partners in their play and enjoy their interaction with staff. Staff start the session with a circle

time, which enables children to develop confidence in talking within a group situation. Children also extend their use of language as they about their experiences.

In the main, children have access to a good variety of toys and equipment, much of which is suitable and adaptable for the different age range of the children attending the club. However, the club has few simple puzzles for the youngest members of the group, to enable them to explore mathematical concepts of size, shape, position and solving problems. Staff support and extend children's learning through planned activities and by also making use of practical opportunities to help build on children's skills for the future. For example, children weighed and measured ingredients when making play dough or baking cakes. They also counted the numbers of children sitting at the snack table and the number of stepping stones they managed to balance on when playing outdoors.

The children are given equal respect and treated as individuals by all staff. The staff have obtained information from parents about children's cultural background and home language. They use the information gathered to help the children to learn about themselves, each other and the wider world. For example, staff provide children with books written in different community languages, some multicultural dressing-up clothes, multi-racial dolls and miniature dolls with a range of disabilities. However, children have access to fewer multi-cultural resources in the role-play area to help strengthen their awareness of other cultures. Children are learning to recognise the needs of other people in their community. For example, staff work alongside parents to collect and take food to the food bank. They use this opportunity to talk to children and help them to imagine what it is like to be in a different situation other than their own.

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

Children are happy, settled and secure because they have genuine bonds with their key persons who are receptive to the children's individual needs. The children also demonstrate that they have trustful relationships with all staff, as they readily approach staff and ask for help when they need it. For example, some children ask for help when cutting up fresh fruits at snack time. Children move freely between indoors and outdoors, choosing from the good variety of resources and activities available. Children develop good social skills as they mix with other children and begin to share equipment, such as when taking part in arts and crafts activities. Staff support children to behave responsibly. For example, they gently reminded the children that other children also wanted to have a turn in playing with the skipping ropes. Children respond positively to staff's requests for good behaviour.

Children's understanding of safety is encouraged by staff during daily routines. Children learn to sit safely on the chairs and to not run but walk indoors. They also learn to use scissors safely so that they do not hurt themselves or others. Children are learning to develop an understanding of road safety when walking with staff to and from school. They also take part in regular fire drills that help them to understand what to do in the event of a fire or emergency. Staff carry out effective cleaning routines that help to minimise the spread of germs to children. For example, staff wear protective clothing when preparing

the children's snacks and setting up the dining table.

Staff gather and use relevant information from parents regarding children's diets and preferences of foods. This ensures that children's individual dietary requirements are met. Children attending the breakfast club receive a choice of low sugar cereals with toast, and milk or juice. Children at the after-school club enjoy varied and nutritious hot and cold snacks that help them to develop healthy eating habits. This includes fresh fruits and vegetables, soup and toasts, and pizzas with vegetable toppings, vegetables, rice and pasta dishes. Children demonstrate good self-help skills as they help themselves to fresh drinking water throughout the session.

Children play outside daily. Outside they engage in a wide range of physical activities that includes riding tricycles, pushing dolls' buggies, throwing and catching balls, and playing football. These help to develop children's physical skills. Staff offer support and give children encouragement when they try out a new physical skill, such as, skipping. This helps to challenge and extend children's physical ability.

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

The club's arrangements for safeguarding children are good. The manager and deputy share the lead role on child protection issues and together they support staff to recognise any deterioration in a child's behaviour or general well-being. All staff have attended safeguarding training and know what to do if they have any concerns about a child. The provider and manager implement effective systems to promote children's security on the premises. Staff ask parents to provide information and proof of a identity for any persons who are authorised to collect their child. The staff and parents also agree on a password, which authorised visitors must use before staff allow them to take children home. This helps to ensure that children leave with a suitable adult. All staff take responsibility for keeping a record of visitors on the premises and they know to follow procedures, which include not leaving children alone with any person who has not been vetted. This means that the staff can prevent unauthorised visitors gaining access to children and also ensure that children remain on the premises. Children enjoy their play in a safe environment because staff carry out daily risk assessments in the room and outside, and act promptly to reduce potential hazards. There are clear procedures in place for taking and collecting children from other local schools so that they stay safe.

The provider implements robust recruitment and vetting procedures to ensure that staff are suitable to work with children. For example, all must have a cleared Disclosure and Barring Service e check, two satisfactory references, a completed health check questionnaire and produce proof of their identity, before being appointed. There are suitable contingency plans in place to cover for absences so that children always have appropriate supervision. All staff are encouraged to undertake ongoing training and they receive good support through supervision and team meetings, which promotes their continued suitability. This further safeguards the children in the club. All of the club's records are stored in a secure manner, enabling personal information held on the children

to be confidentially maintained. The manager and staff take responsibility to keep an accurate daily record of children's attendance so that in the event of an emergency evacuation this can be used to help ensure that all children are accounted for. In addition, staff keep detailed records of children's existing injuries that they sustain off premises, children's minor accidents on site and also details of any medication administered to a child. These practices contribute to the welfare of the children. Since the last inspection, the club has addressed the recommendations made thereby improving the learning outcomes for children. In addition, the provider and staff are committed to enhancing their practice through attending training courses and making good use of their self-evaluation process to highlight areas to further promote children's care.

The partnership with parents is good. Staff share information about children's individual achievements, daily activities and routine care on a daily basis. This helps to ensure that children's individual needs are met. Parents have access to a broad range of well-presented information about the club and the Early Years Foundation Stage through provision of notice boards, newsletters, brochures and written policies. Consequently, parents are kept well informed about the care for their children. The provider and staff encourage parents to share their views about the care and education that their child's receives and they use parents' feedback as part of their self-evaluation process. At the inspection, parents said that their children enjoy attending the club and look forward to the range of activities on offer. They commented that staff are friendly, welcoming and approachable. Parents also said that the staff keep them well informed about their child's well-being through daily discussions and sharing observation and accidents records with them at the end of the day. Staff involve parents in their children's learning and development by regularly sharing children's observational records with parents and encouraging them to contribute to their assessments of children's progress. Staff regularly liaise with the children's teachers to exchange information about children's development. They use information they gain to plan activities to continue supporting the children's individual needs and to complement the experiences they have in school. This sharing of information between the staff, parents and teachers helps to enhance children's 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

Unique reference number	EY380392
Local authority	Barking & Dagenham
Inspection number	979747
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	26
Name of provider	Childville After School Services Ltd
Date of previous inspection	26/02/2009
Telephone number	07919913302

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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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