

Wonderyears Childcare Ltd

Hilldene Primary, Grange Road, Romford, Essex, RM3 7DU

Inspection date

01/10/2014

Previous inspection date

23/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 freely choose from a variety of activities. They are well supported by staff, who join in with their play and exploration.
- Partnership with parents is strong and helps promote a cohesive approach to children's care, learning and development.
- There are effective systems in place to evaluate the strengths and areas to improve within the club, and these effectively drive continual improvements.

It is not yet outstanding because

- Staff do not successfully extend children's personal independence skills or their understanding of healthy eating.

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 sampled a range of documentation, including those relating to safeguarding, recruitment, and children's learning and development.
- The inspector held discussions with the manager and staff.
- The inspector observed practice throughout the setting, both inside and outside.
- The inspector held discussions with parents to seek their views of the setting.

Inspector

Stephanie Huseyin

Full report

Information about the setting

Wonderyears Childcare Limited is an out-of-school club that registered in November 2002. It operates from Hilldene Primary School, situated in a residential area of Harold Hill, Essex. The setting is open each weekday from 3pm to 6pm during term time and 8.30am til 6pm during school holidays. There is ramp access to the setting. Children use a hall as the main play space and share access to a secure enclosed outdoor play area. The setting liaises with the primary school. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. There are currently 56 children on roll, nine of whom are in the early years age group. The setting employs five staff, three of whom have a level 3 qualification and two are unqualified. The setting is registered on the Early Years Register and on the voluntary and compulsory Childcare Register.

What the setting needs to do to improve further

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

- Develop ways to enhance children's personal independence skills and awareness of healthy eating.

Inspection judgements

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

Staff are welcoming and friendly towards children. Children show much interest in the activities on offer and make choices independently. Staff interact sensitively with children to help them in their choices. They engage children in conversation, for example, staff talked to children about their transport pictures. This encourages children to develop their language and communication skills as they talk with adults about their drawings. Children have opportunities to practise and develop their skills in mathematics when playing card games. Here, they enjoyed working together, counting the numbers on the cards and guessing whether the next number will be higher or lower. This develops their numeracy and counting skills in a fun way.

Children concentrate well on their chosen tasks. They spend much time making pretend food with play dough. This helps develop their hand-to-eye coordination and develops their finer physical skills. Staff respond to children's requests for alternative activities, such as a computer games, small world and outdoor play. This contributes to children enjoying harmonious play in a relaxed atmosphere.

Overall, staff support children to lead healthy lifestyles through eating and being physically active. However, at snack time, staff do not give children the opportunity to discuss the

effects of healthy eating. They do not sit with the children to stimulate and encourage meaningful conversations about what they eat. Staff do not always enhance children's personal independence skills by consistently encouraging them to be involved in preparing the snack and selecting and discussing the food.

Staff are consistent in encouraging children to follow the club rules they helped to create, and taking turns nicely. Therefore, children consider each other's feelings and share during their play. During group activities, staff were consistent in reinforcing the boundaries with children. This encourages children to take turns effectively, for example, whilst outside, children and staff worked together well, involving each other as a team, playing on bikes and scooters.

Staff ensure they prepare for activities before children arrive so that they have the necessary equipment and resources ready, providing a welcoming environment. For example, when the children arrive, they have a choice of different resources like computers, puzzles and small world. This enables children to play without delay. Staff observe children during their play and meet once a week to draw up weekly plans and to evaluate their organised activities. This helps them identify the skills children learn and develop. Staff seek the views of children through questionnaires to show what activities they would like to be included in the planning. This helps staff to plan activities that children enjoy, whilst helping them develop new skills.

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

Overall, staff provide a range of activities in different play spaces around the hall and outdoors to support children's interests and learning needs. This enables children to become involved in various types of play or simply to relax. Children develop close relationships with others and enjoy spending time with friends as they talk and play. They feel safe in the club because there are plenty of adults who they can turn to if they want reassurance. Children are made aware of potential dangers when walking to the club or over to the school playground. This helps them learn to assess risks and learn how to keep themselves safe.

Children know the rules of the club. They know what staff expect from them, and generally behave responsibly at all times. For example, they line up when asked to do so and sit appropriately on chairs. Staff remind children to wash their hands before eating snacks so that they adopt good hygiene practices. Staff provide a range of snacks, taking into account children's dietary needs. Children enjoy opportunities to take part in physical activities outdoors. For example, they like to play on bikes, which help them to develop better coordination and a sense of space. They also enjoy using the large equipment in the school playground, which encourages them to move and travel in different ways. These activities and practices help children develop a healthy routine.

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

The manager has effective policies and procedures in place to promote the safeguarding of children. She follows robust recruitment procedures to ensure all staff undergo the necessary checks to determine their suitability to work with children. The manager understands the importance of informing Ofsted of any significant events and follows clear safeguarding procedures. All new staff receive a thorough induction so that they are fully aware of the club's procedures, especially those relating to safeguarding and child protection. All staff demonstrate they are aware of the processes to follow should they have a concern about a child. This helps safeguard children's welfare and well-being. Staff carry out daily safety checks to make sure that play areas continue to be safe. The manager is attentive to security at the hall and ensures the door remains locked so they can monitor children, parents and visitors, as they come and go. A visitor's book identifies which adults are present, and they must wear security passes as an additional safety measure. Staff maintain all records relating to children's health and safety well. These practices positively support children's welfare.

The manager provides parents with detailed information about the club. They receive regular feedback about their children's learning experiences and so that they are up-to-date with current information, for example about staff and activities. Staff ask parents to provide information about their children when starting at the club. This helps staff to provide good care and learning opportunities for children. Staff liaise with other professionals, for example, they talk to children's teachers to ensure continuity of care at the club.

The manager maintains a high ratio of staff to children. Consequently, staff supervise children and meet their care needs well. Effective staff deployment means they can support children in their free-choice play, around the main hall and quiet room. Staff respond to children's interests by organising activities at their request. This helps them provide activities, that overall, support children's learning in all areas. The manager is aware of her responsibility to meet the requirements of the Early Years Foundation Stage. She has established a successful key-person system so children receive individual help as necessary.

The manager encourages staff to reflect on their practice and to think about areas that need further improvement. She is committed to the development of a well-qualified staff team and provides in-house training to extend staff skills. The manager continually looks at ways to improve the overall provision for children. For example, she is exploring ways to develop her staff team through extending self-evaluation and supervision systems for staff to become more involved in this process. This enables her to continually improve outcomes for children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY222752
Local authority	Havering
Inspection number	931131
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	57
Name of provider	Wonderyears Childcare Limited
Date of previous inspection	23/10/2009
Telephone number	0845 890 1297

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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
Manchester
M1 2WD

T: 0300 123 4234
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