

Grass Roots Play Tottenham

Tottenham Infants School, Tottenham Road, London, N13 6HX

Inspection date

Previous inspection date

15/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and well settled in their environment, they benefit from the positive interactions with staff; as a result they are developing in confidence.
- Staff demonstrate an understanding of their roles and responsibilities in helping children to progress in their learning and development, and the key-person system suitably supports children in the early years age range.
- Relationships between staff, parents and the school are positive. They regularly liaise together, which contributes toward positive outcomes for children.

It is not yet good because

- Documents relating to staff are not stored on site and not available for inspection. Therefore, they are unable to demonstrate that they have the required details on staff, including their qualifications.
- Staff deployment is not always effective at supervising children, particularly as they move from indoors to outdoor play areas, to guarantee that children are kept safe.
- Daily resources are basic and offer little challenge to extend children's learning further in the different areas.

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 main play hall and outside.
- The inspector spoke to staff and engaged with the children.
- The inspector sampled documents relating to children and staff.
- The inspector held discussions with the manager.

Inspector

Samantha Smith

Full report

Information about the setting

Grass Roots Play Tottenham out-of-school provision registered in 2013. It operates from Tottenham Infants School, in Palmers Green, in the London Borough of Enfield. The club operates from a hall within the school. Children have access to an outside playground. During term times the after-school club runs from 3.15pm to 5.45pm. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll. There are three staff, two of whom hold relevant level 3 qualifications.

What the setting needs to do to improve further

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

- ensure that staff deployment effectively supervises children and keeps them within sight and hearing, and always within sight or hearing, with particular reference to when children are moving through the premises between the indoor and outdoor environments
- improve the provision of toys and resources to provide a stimulating play environment that offers suitable challenge to children and encourages them to make progress and acquire new skills
- ensure records are easily accessible and available for inspection, particularly information about staff qualifications, identity checks and vetting processes that have been completed.

Inspection judgements

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

Children are content and settled in their environment, where they engage in a range of basic activities that generally complement their daily experiences at school. Staff demonstrate that they have a sound understanding of the role in supporting those children still in the early years age range and a key-person system is implemented to help early years age range children. They observe and assess children, especially those in the early years age range, and liaise with their teachers regularly to find out about their development, and areas that may need further support.

Children have some opportunities to make independent choices about their play and are able to select from the basic range of resources made available. However, the activities

staff provide present limited challenge to children, and their ages and stages of development. There are regular opportunities for children to engage in outdoor play, where they enjoy some physical play activities. They have opportunities to be creative through the continuous provision of paper and pencils for drawing and there are opportunities for them to engage in various other planned craft activities. Children enjoy playing with construction and there is some provision of resources to support their understanding of how things work, although these provide limited challenge for the children attending. There are also visits from various people in the community, including the fire officer, who talks to them about everyday dangers in the home.

Staff have established suitable partnerships with parents. They gather relevant information from parents at the start of their child's placement and information is then regularly exchanged with parents at the end of each day. Staff have developed positive links with the early years teachers of the school, with whom they liaise regularly about the children. This enables them to offer continuity in children's care and learning.

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

Children are content and settled in the after-school club, where they enjoy close bonds and secure attachments with staff. They show through their behaviour that they feel comfortable in the relationships that they have developed with staff. For example, children readily approach staff and enjoy playful engagements with them. The key-person system generally works soundly in promoting positive partnerships with parents and supports children in developing secure attachments with staff and each other within the setting.

Staff act as positive role models to children and children are well behaved. They mix and play well together as they move freely around the setting. Children show a mutual respect towards each other, and they respond well to requests from staff. Children make a positive contribution to the setting, and display cooperative and polite behaviour. They show consideration for others and are able to share and take turns with toys. Relationships between children of all ages are positive. For example, younger children are relaxed and confidently engage with the older children. This creates a harmonious atmosphere for all children in the setting.

Overall, the environment is safe and welcoming and staff generally promote children's safety and well-being. The premises are generally kept secure and staff greet parents and welcome visitors on arrival. Records of risk assessments demonstrate that staff are aware of some risks in the setting and generally take appropriate action when potential hazards have been identified. However, staff are not always deployed effectively to ensure children are fully supervised, particularly from the potential risks presented by other users of the premises.

Children are learning about safety through the reminders that they receive from staff as they engage in their play activities, and they take part in regular practises of the emergency evacuation process. Children enjoy a healthy lifestyle through their daily physical experiences and they provide their own snacks. Children sit together to eat and

enjoy these snack sessions, which provide a friendly and sociable experience for them. Children confidently manage their personal care needs, such as, washing their hands after using the toilet.

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

Overall, the leadership and management of the after-school club is sound. Staff have a sound awareness of the safeguarding and child protection policies and procedures implemented. For example, visitors to the club are required to sign in and out and a daily attendance register provides an accurate record of children's attendance. The registered provider demonstrates that there are sound procedures implemented for the recruitment and vetting of new staff, and staff confirm that they have completed the required suitability checks. However, not all staff records are kept on site and, therefore, were not available for inspection. Therefore, the provider was unable to demonstrate that these are completed and this is a breach of a legal requirement. Nonetheless, the impact on children is limited as there was written evidence of Disclosure and Barring Service checks on site. In addition, there was poor supervision of children observed on the day of inspection. For example, staff allowed a child to go from the outdoor area, through the school, to the indoor classroom unsupervised, and there were numerous unvetted adults on site. This potentially compromises children's safety and well-being.

The required policies and procedures for safeguarding children are generally implemented well and understood by staff. They also demonstrate that they have a suitable knowledge and understanding of their roles and responsibilities. There are appropriate systems implemented for managing staff performance, including appraisals, supervision and team meetings. These also help identifying staff's training needs. The management team demonstrates a suitable understanding of their role in this. In addition, the provider demonstrates that she has a sound understanding of the benefits of self-evaluation. For example, she is aware of some of the club's strengths and weaknesses, and she is beginning to use this to identify and target further areas for improvement. Consequently, the setting has a sound capacity to continually improve.

Partnership with parents is sound. Contracts and written consents are in place and relevant information about the setting is clearly displayed in full view of parents. These include the main policies and procedures, the emergency evacuation plan and the clubs registration and public liability certificates. Parents spoken to on the day of the inspection, speak highly of the club and staff, they advise that they 'are happy and that their children are happy attending the club'. The club has developed links with the school they operate from. They regularly exchange information about children, which contributes towards supporting continuity of children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

(with actions)

Not Met (with actions)

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

- ensure that accurate records are maintained and available for inspection including keeping records of the name, home address and telephone number of every person working in the part of the premises where childcare is held (compulsory part of the Childcare Register)
- ensure that accurate records are maintained and available for inspection including keeping records of the name, home address and telephone number of every person working in the part of the premises where childcare is held (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. 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	EY474447
Local authority	Enfield
Inspection number	950032
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	32
Name of provider	Valerie Mary Kotak
Date of previous inspection	not applicable
Telephone number	07836595794

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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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