

Young Inspirations

322 High Road, Ilford, Essex, IG1 1QP

Inspection date	25/11/2014
Previous inspection date	10/06/2014

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

- Staff provide children with a good range of activities and experiences at the club. This enhances children's learning and enjoyment.
- Staff have a good understanding of safeguarding procedures, which means they help to keep children safe.
- Staff offer children a varied range of healthy, nutritious meals after school, which helps children to learn about the importance of a healthy diet.
- Staff have good, caring relationship with children, which means children are happy and secure at the club.

It is not yet outstanding because

- Staff do not take all opportunities to explain to children, what happens to their bodies after fast, robust exercise.

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 the interactions between staff and children.
- The inspector observed a range of children's and staff's records.
- The inspector checked the premises and resources.
- The inspector held discussions with staff and parents.

Inspector

Caroline Preston

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. The club 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 and the after-school club is open 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 ten children on roll in the early years age group. The staff also care for children from five to 11 years of age. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, including the manager. All staff hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- strengthen children's understanding of the importance, and effects, of physical exercise.

Inspection judgements

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

Staff provide children at the club with a good range of play opportunities. This means that children learn and progress well, and are eager to play after their school day. Staff observe and assess children when they start at the club, so staff know their developmental stages. Staff communicate with school teachers to continue children's learning between school and the club. This means that they identify any gaps in children's development and seek relevant help to help them achieve. Staff meet the needs of children with special educational needs and or/disabilities. For example, staff develop partnerships with external agencies who help them to develop plans to help all children progress. Staff collect children from school, and the children arrive happy and settled. Children select their own name cards, during self-registration. They are confident in recognising letters and words, and they confidently write and draw with pencils, so staff help to complement their school learning. Staff provide interesting art and craft activities for children. They enable them to enjoy painting in small groups at tables and children enjoy creating their own pictures.

Staff encourage children to share and take turns, and children have established friendships within the club. Therefore, staff help to build children's social skills and emotional development. They provide children with challenging physical activities, so they

develop coordination skills. However, they do not take every opportunity to extend children's understanding of how their bodies work when they have taken part in robust exercise.

Children learn to take responsibility, for example, when selecting their football teams. They learn to follow the rules of the game and learn about time keeping as they have ten minutes of football play. Staff supervise and remind children of the rules, so that children can try things for themselves. Staff provide children with programmable resources, such as dance programmes using the television screen. Therefore, children develop their physical skills as they follow the dances steps on the screen and move to the music. Staff demonstrate, explain and teach children how to play games, including those that encourage them to practise their mathematical skills. Staff provide circle times for children, so that they have good opportunities to speak and discuss their school day. They provide children with opportunities to construct and design, for example, by using different tubes, which helps them to learn about solving problems.

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

Staff have established close, caring relationships with the children who attend the club. Most children have had older siblings who also attended and have now left. This means children are familiar with the club and the staff. Therefore, children are happy to come to the club and develop good levels of confidence and self-esteem. Staff are good role models, because they treat children respectfully. Staff discuss children's concerns with them, for example, when they have a dispute with another child. This means children behave well, and understand the behaviour rules and consequences of their actions. Staff teach children about safety, so that they are more aware of their own personal safety. For, example staff teach children about road safety and stranger danger. This helps children be aware of the people around them and what is not appropriate behaviour. Children also know who to speak to if they are unhappy about anything. Staff encourage children to continue learning about the festivals they are discussing at school. For example, children extend their understanding of Remembrance Day, by developing projects and writing poems about war. Staff provide children with resources reflecting differences, which promotes positive attitudes toward others. Staff provide children with a good range of healthy, nutritious meals after school to develop their understanding of healthy lifestyles. For example, children enjoy cheese pasta bake and salad. They are independent, serve themselves and clear away their plates after eating. Older children act as monitors to the younger children. Older children help the younger children and are good role models. Staff ensure that mealtimes are sociable and cosy, and reflect a family atmosphere. Staff dress the table attractively with table cloths and flowers, all of which helps children feel secure and helps them to enjoy mealtimes. Staff remind children to wash their hands before and after meals, and after using the toilet. This ensures children learn good hygiene routines. Staff provide a good range of resources, so that children are challenged and interested in the activities available. Staff ask children what their preference are, so that children are involved in choosing their activities.

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

The provider understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She also monitors the effectiveness of the activities and resources provided for children, and any gaps in children's development.

The provider has met the actions set at the last inspection and evaluates practice robustly to improve outcomes for children. The provider undertakes regular supervisions with staff so that she is aware of their strengths and areas for development. She provides training so that staff develop their knowledge and understanding, and their professional practice. Staff have a good understanding of safeguarding procedures, which means they can identify any concerns. Staff know to report these concerns to the safeguarding officer in the setting and external agencies if needed. Staff carry out robust risk assessments when taking and collecting children from school. They have evaluated this practice and developed it to safeguard children better. For example, all staff wear visors so that children can identify them at school. The provider now ensures that children wait in the school office to be collected by staff. Staff inform parents and the school to contact them if any changes occur about collection of their child. Staff maintain ratios when collecting children and ensure children are walked in pairs and never left unsupervised. The self-evaluation process has also resulted in improved food menus, which has further helped to promote children's well-being.

Staff have established good relationships with parents. Staff inform and share children's records of progress, they provide informative newsletters and parental questionnaires. This helps children settle and achieve at the club. Staff have developed effective working relationships with external agencies to help children develop well.

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	128357
Local authority	Redbridge
Inspection number	982398
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	63
Name of provider	Healthy Living Projects Limited
Date of previous inspection	10/06/2014
Telephone number	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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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