

Cheviots Childrens Disability Service

Cheviots Childrens Disability Service, 31 Cheviot Close, ENFIELD, Middlesex, EN1 3UZ

Inspection date	29/12/2014
Previous inspection date	Not Applicable

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 take good steps to ensure children are kept safe so they can explore their environment.
- There is a warm, friendly atmosphere and children are happy, and enjoy their time at this welcoming holiday club.
- Staff plan activities that challenge children of varying abilities and which help them to make good progress in gaining future skills.
- Strong partnerships with parents and other partnerships, mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.

It is not yet outstanding because

- Staff do not maximise opportunities to extend children's vocabulary during creative play activities, in order to encourage them to learn new words.
- Staff do not always encourage more able children to extend their independence skills, particularly during meal times.

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 area.
- The inspector spoke to staff and children.
- The inspector sampled a range of documents.
- The inspector engaged in a discussion with the manager.
- The inspector considered the view of parents by sampling documentation including children's home learning books.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Cheviots Children's Disability service provides an after-school club, play scheme and creche service. These are run by the organisation Cheviots Children's Disability service. They registered in 2006 and operate from an adapted purpose-built building. It is situated a large residential area in Enfield, within the London Borough of Enfield. The creche runs throughout the year when required; the after-school club operates term-time only and the holiday play scheme runs for six weeks in the summer holidays, two weeks in the Easter holidays and two weeks in the Christmas holidays, and all half-term school holidays. All children share access to a secure enclosed outdoor play area. The groups support those children and families who have been referred through social services. The play scheme employs 12 full-time permanent staff as well as additional relief staff. All of the 12 permanent staff including the manager hold appropriate childcare qualifications. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Currently, there are three children in the early years age range.

What the setting needs to do to improve further

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

- enhance children's language development by using every opportunity to encourage them to learn new words and their meanings
- extend opportunities for more able children to serve themselves at meal times, so they continue to learn self-care skills for the future.

Inspection judgements

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

Staff provide an exciting range of resources and activities that interest and challenge children to play and learn with joy and enthusiasm. As a result, all children are motivated and keen to explore. Resources are easily accessible. Children are able to easily find equipment and make independent choices from the wide selection available. Staff provide a good balance of adult-led and child-initiated activities to enable children to effectively make choices and develop in their own learning. Staff are sensitive, calm and patient towards children, by offering guidance to them as they play. Therefore, children of all abilities are motivated to learn and show good levels of interest in all that they do.

Staff provide a wide selection of craft resources where children can investigate and create their very own models, such as snow men, while using hair conditioner, cornflour, raisins

and carrots to decorate them. Children enjoy the feel of the dough on their hands and fingers as they explore different ways to mould and manipulate their models. Staff support children as they consider different shapes they can see when they roll the dough, as they learn about winter. Children happily engage in sensory play in many areas of the club rooms. They enjoy play in the home corner and enjoy dressing up in various costumes and materials.

Staff give children careful guidance and encouragement when using equipment to help increase their confidence and develop their competence. Children demonstrate a good understanding of using space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys around play equipment. Staff plan activities that engage children in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to children and providing large pots and pans in the garden, so they can clang and bash to create sounds and to encourage movement.

Staff promote children's communication and language development well. For example, they constantly talk to children about what they are doing and value their attempts at saying words or responding to sounds. The children all have differing abilities of communication. Some are able to converse, while others are non-verbal communicators. Staff diligently communicate using sign language and visual cards as well as providing good eye contact, so that all children can take part in activities. As a result, children have regular opportunities to build on their understanding and can take part in conversations, imitate words and sounds they hear. Staff are skilled when using questions which encourages children to develop effective communication and thinking skills. However, on occasion, staff do not maximise children's language development in all activities, for example, by describing textures and talking about how things feel, particularly when they investigate large pieces of ice with the use of their mouths. As a result, staff miss opportunities to fully extend children's vocabulary.

Staff read stories with enthusiasm, which captivate children's interest and attention. They point to objects and use different tones in their voice to create a sense of fun, and excitement as they read the story. This further promotes children's communication and language skills. The more able children handle books with care. Children have good opportunities to play computer games and learn how to move the mouse, and use a key board to develop their skills for the future.

Staff have high expectations of children and are aware of their capabilities and starting points on entry. Information about children's activities is shared verbally each day with parents and they are invited to contribute to their children's development and care records. Parents of children also benefit from receiving a daily book, which contains details their child's care routines and what they have enjoyed doing that day.

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

The key-person system is well embedded. Staff know children well and develop caring and friendly relationships with them. This means effective bonds and positive relationships

are formed between staff and children. This helps children to be confident, relaxed and engaged during their time at club.

Staff organise settling-in periods when children first start and this is a flexible arrangement according to the child's and parents' needs. As a result, this helps children to separate from their parents. This enables children to feel at ease and promotes their self-esteem and builds their confidence. Children form good attachments to their key person and respond with smiles and sounds or words they can make, when they interact with them.

They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance when they need to. Staff help children become familiar with routines and understand what is expected. Children benefit from clear boundaries as well as frequent praise and encouragement. Staff help children to cooperate with others, share and take turns. Staff give them clear explanations, which children can understand. These skills support children's next stage in their learning, preparing them well for their move on to other settings and school.

Children develop good social skills during the relaxed meal times. Overall, individual staff sit with each child during meal times, to help support their independence. As children's needs are so diverse, staff support is unique to the need of the child. Although at times, staff do not always plan time for more able children to set out their pack lunches and sit with them to further support their learning of future skills. Staff encourage parents to bring in healthy options and are fully aware of all children's dietary needs and help ensure they remain healthy.

Children are learning about the importance of healthy lifestyles as they participate in regular physical exercise indoors and outdoors. Children enjoy the opportunities they have for active physical play outdoors. Staff skilfully reinforce expectations of road safety as they plan walks in the local woods. Staff rigorously check that the environment is safe, inside, outside and on outings. This means children's confidence can grow as they move freely and safely around the rooms. Children learn to keep themselves safe through gentle reminders from staff. Children show they feel safe and secure in the club as they learn about procedures for evacuating the premises in an emergency.

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

The manager and staff team have a clear understanding of their responsibility to meet the requirements for the Early Years Foundation Stage. This means children are not only taught how to keep themselves safe, but staff have a secure understanding about what to do if they have any concerns about a child in their care. The management have a positive attitude to the ongoing development of the provision. For example, the management team are proactive in taking appropriate action to minimise potential hazards, by ensuring clear and concise risk assessments are completed by staff. This results in children benefiting from a safe and secure environment indoors and outdoors.

In addition, daily registration of children and staff ratios are high and more than meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are rigorously vetted before working with children. As part of the recruitment process, the club undertakes Disclosure and Barring Service checks. Alongside this, they keep clear records of qualifications and staff details, which helps them to ensure that staff are suitable to work with children.

Staff understand their roles and responsibilities because there is a thorough induction process, and ongoing support from management through staff meetings and one-to-one supervisions. This helps management to identify any concerns early on and offer appropriate support where needed. In addition, the manager uses appraisals to assess staff's ongoing suitability as well identifying any areas for improvement. The manager considers ongoing training as an important part of their continuous development. Consequently, all staff are required to attend training courses to help to ensure their practice continues to develop and improve. Staff cascade information from training to other staff to extend their knowledge and skills further. As a result, this enables the management team to further improve the quality of the provision and outcomes for children. Management have an accurate view of their setting and are able to identify their key strengths. They recognise how further development will enhance their already good quality service.

Parents are warmly welcomed into the nursery. Staff encourage them to share their knowledge of their child's development and routine care with their child's appointed key person at the start of the placement. Furthermore, staff attend multi-agency meetings before a child starts at the setting, if necessary. Home visits are arranged to ensure that thorough detailed information is shared by all parties, in order to provide staff with full plan of care and medical requirements for every child.

Staff provide daily communication and detailed feedback books regarding children's personal routines with parents. This enables parents to gain a full insight about their child's day. This results in strong relationships being built with parents. Staff work very closely with other agencies that may be involved with children who have special educational needs and/or disabilities. They seek advice from other professionals, which helps them use appropriate strategies for supporting children's specific needs. Consequently, staff effectively meet children's individual needs.

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	EY342464
Local authority	Enfield
Inspection number	901223
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	12
Number of children on roll	3
Name of provider	London Borough of Enfield
Date of previous inspection	not applicable
Telephone number	0208 3634047

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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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