

<b>Inspection date</b>	21 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff develop strong partnerships with parents and school teachers to share useful information and to encourage continuity in the children's care and learning.
- Staff create a friendly and safe environment for the children. Children are happy to be at the club and they develop new friendships.
- Staff interact well with children during their play and they provide interesting resources and activities to motivate them. Children generally develop a range of skills to support their future learning.
- Leaders encourage staff to be evaluative of their own practices, and they make use of feedback from parents and children, to improve children's overall experiences. For example, they provide homework support to individual children and they increase the resources to give children a wider choice.

### It is not yet outstanding because:

- The current programme to support staff in developing further their ongoing knowledge and skills is still at the early stages of being embedded fully.
- Staff miss some opportunities to recognise and praise children's efforts, and to help them develop their social skills further, for example, at mealtimes.

## What the setting needs to do to improve further

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

- continue to improve processes for supporting staff, in particular to target more specific opportunities to extend their ongoing professional development
- make use of opportunities to recognise children's achievements and to strengthen their social skills even further.

### Inspection activities

- The inspector reviewed the setting's policies and other required documents, which the leaders use when caring for children.
- The inspector viewed resources and toured the playrooms and outdoor play area.
- The inspector discussed with the leaders the processes for self-evaluation and the improvement plan.
- The inspector held meetings with the staff and parents, and took account of the children's views.
- The inspector conducted a joint observation with the deputy manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure staff attend safeguarding training and they have a secure knowledge of child protection and the wider safeguarding issues. Leaders and staff are familiar with the procedures to report any concerns, including allegations, to relevant authorities. Leaders complete a thorough recruitment and vetting process to ensure all staff are suitable. They ensure staff have a good understanding of their responsibilities when caring for children. Leaders and staff work well together to implement the club's policies and procedures effectively to meet children's needs. Staff are reflective of their own practice, and they share ideas with their colleagues to develop their practice further. For example, staff learn how to engage different age groups of children successfully. Parents speak positively about the club. For example, they are happy with staff's friendliness and the stimulating activities available to their children.

### Quality of teaching, learning and assessment is good

Staff know children well and plan interesting opportunities for them to enjoy and learn. For example, they use memory games to encourage children to guess the item after feeling it with their hands. Children enjoy exploring with plenty of creative materials and learn to use their imagination well to create their own ideas. For example, they safely use scissors to cut out card, and learn to thread through holes and use glue to stick pom-poms to their cards. Children develop their literacy skills well. For example, they learn to link letters to different words. They develop an understanding of the world. For example, they confidently name different animals and insects. They learn how to use different technological resources, such as age-appropriate video games. Children display good balance, coordination and mobility during their play, and follow simple instructions well. Children learn to be patient and to express themselves confidently in different situations.

### Personal development, behaviour and welfare are good

Children settle quickly and are happy at the club. They develop close relationships with staff and know when to ask for support. Children generally learn to socialise with each other, to share and take turns. They independently and freely move around to explore and experiment with the different resources, which are easily accessible. Children generally behave well. For example, they listen and display kindness to others. Children are aware of the different families within the local community and they learn to be respectful to others. Staff support children's good health and well-being. For example, children are encouraged to wash their hands before eating and they have plenty of opportunity to be physically active and exercise, such as learning to climb and enjoying ball games outdoors.

## Setting details

<b>Unique reference number</b>	EY498416
<b>Local authority</b>	Havering
<b>Inspection number</b>	1044367
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Family 1st Services Limited
<b>Registered person unique reference number</b>	RP535157
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07958 626 747

Family 1st registered in 2016. The after-school club operates from Gidea Park Primary School, in Romford, Essex. The club is open weekdays from 3.30pm to 6pm, during term time only. The club employs four members of staff and they all hold early years qualifications at level 3 or level 2.

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Piccadilly Gate  
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