

The Holiday Club and After School Club

Inspection report for early years provision

Unique reference number EY350598
Inspection date 24/05/2011
Inspector Vicky Turner

Setting address White Hall Primary School, Cowley Road, UXBRIDGE,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The holiday and after school club is one of four out-of-school provisions owned by a private provider. It opened in 2007 and operates from Whitehall Primary School in Uxbridge, in the London borough of Hillingdon. The club has the use of the school hall, dining room and outside area. A maximum of 48 children aged from 3 to under 8 years may attend the club at any one time. There are currently 69 children on roll. Of these, fourteen are of the early years age group. The club is also open to children from 8 to 11 years. Children can attend for a variety of sessions and both before and after school. The group opens five days a week during school term time. Sessions are from 7.30am to 8.50am before school and 3:30pm to 5.30pm after school. The holiday club is open each week day during school holidays, except the Christmas holiday, from 8:30am to 5:30pm. Children attend the club from Whitehall schools and schools in the surrounding area. The club currently employs five staff. Two members of staff hold a level 3 qualification in Childcare and Education; one holds a level 3 qualification in playwork, one a level 2 qualification in Childcare and Education and one holds a level 3 diploma in Nursery Nursing. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is an inclusive setting where children play and learn in a caring, fun environment with good safeguarding procedures. The setting works well with the school, parents and external agencies to support children's learning and development needs. The recommendation from the previous inspection has been addressed. However, because staff are developing their understanding of the needs of children in the Early Years Foundation Stage, formal systems for monitoring and evaluating the provision and outcomes for these children are not yet fully in place. The capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a more rigorous system for monitoring and evaluating the provision and outcomes which also involves parents in the process to a greater degree
- ensure discussions with staff at the school include information about children's learning and development to enhance the planning of activities for children in the Early Years Foundation Stage
- continue to develop staff expertise in the Early Years Foundation Stage to enable them to fully meet the needs of all the children.

The effectiveness of leadership and management of the early years provision

Children's welfare is well safeguarded because the staff have a good understanding of child protection procedures. Comprehensive policies and procedures are in place to keep children safe. Staff recruitment procedures are robust to ensure they are safe to work with children. There are good procedures for risk assessments for outings and daily health and safety checks ensure that the learning environment is safe.

Regular fire drills ensure children are familiar with the procedures for safe evacuation of the premises. The premises are safe and visitors' identity is checked. All staff hold appropriate food hygiene and first-aid qualifications and can give appropriate care if there is an accident. Staff follow good hygiene procedures to minimise the risk of infection and children's medical and dietary needs are respected. Accident records are well maintained to ensure confidentiality and parents are informed of any accidents that occur during the day. Parental permission is sought before administering medicines.

Staff knowledge of the Early Years Foundation Stage and how to improve outcomes for children is currently satisfactory. Staff are encouraged to update their training and improve their skills to help drive improvements. Staff meetings, supervision and peer observations, help staff reflect and embed current practice. Children share their views through questionnaires, but formal systems for monitoring and evaluating the provision and outcomes are not yet fully in place. Parents and carers, although well involved in many other aspects of the life of the setting, are less frequently involved in this process.

The setting has suitable resources for all ages which are accessible to all the children. Appropriate staffing ratios means that children are adequately supervised at all times.

Staff actively promote positive attitudes to diversity and ensure that all children are included. Effective systems ensure that children receive the support that they need to enjoy and achieve at the setting. The celebration of various festivals and a wide range of new multicultural resources such as dressing up clothes, dolls and food promote children's understanding of differences. There are good systems in place to support children with special educational needs and/or disabilities. A complaints procedure is available for parents, should they wish to make a complaint.

Children are collected from their classrooms at the end of the school day when teachers share necessary information to ensure continuity of care. However, discussions do not always include ways to promote good learning and development for the children that will enable staff to plan more varied follow-up activities for the children in the Early Years Foundation Stage. The setting is supported by the Inclusion team from the Childcare and Early Years Services, the Local Safeguarding Officer and Social Services.

Parents and carers are kept well informed through regular newsletters, daily conversations, telephone calls and by e-mails. Parents and carers share information about their children when they first start at the setting. They are happy with the provision and comment that 'the children always have a great time', 'staff are really good with the kids', and 'they are always helpful and very approachable'.

The quality and standards of the early years provision and outcomes for children

Children happily engage in a range of fun activities in a calm relaxed atmosphere. They make choices from a range of art and craft resources such as sequins and paper plates and they enjoy cutting and sticking. Children make satisfactory progress in most areas and good progress in their personal social and emotional development. Key persons observe children but this information is not fully utilised to plan effectively for children's next steps. As a result, play and learning opportunities lack variety which restricts the setting's ability to fully complement the school's provision. Children enjoy their time at the setting because 'we can go outside and run around and we get to go on the field'.

Children understand that the rules help keep them safe. They say that they feel safe in the setting because 'the adults protect us'. Children play and use equipment safely. They learn about road safety during circle time and understand that strangers can be dangerous. They know that they are not to let people into the setting. Children are signed in on arrival and signed out when they are collected.

Children's health is well promoted as they engage in a wide range of daily physical activities in the schools playgrounds, and fields. They thoroughly enjoy the adventure playground where they climb, balance and take risks trying different structures. They enjoy riding their tricycles and scooters showing good control and co-ordination. They make healthy choices from cheese ravioli and beef ravioli, toast and fruit and have access to fresh drinking water. They have a good understanding of the benefits of regular exercise in order to keep fit. Children have developed good hand washing routines and are encouraged to use tissues and dispose of them appropriately.

Children share close and warm relationships with the adults who ensure that the children understand the rules of the setting through positive reinforcement. Children are praised and rewarded for good behaviour and as a result behave well. They are encouraged to sort out their own conflicts and to reflect on their behaviour. Children help set up for snacks, access equipment that they need and help tidy up the setting at tidy up time. Children's personal, social and emotional development is well promoted resulting in children who are confident and independent. They play well together, share and take turns. Older children look after the younger ones.

Children are satisfactorily prepared for the future. Daily purposeful dialogue with their adults, role-play and circle-time activities help develop children's speaking and listening skills. Children access a range of writing tools and materials and enjoy sharing books in the book area. Board games, cooking activities and number books support children's problem-solving reasoning and numeracy. Children have access to a range of information and communication technology equipment such a computer, digital and video cameras, a CD player and a play station which support learning in this area. Visitors to the setting such as fire officers and the Dog Trust contribute to children's knowledge and understand of the world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met