

# Odessa School

Inspection report for early years provision

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<b>Unique reference number</b>	EY299555
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Martyn Richards

<b>Setting address</b>	Wellington Road, Forest Gate, London, E7 9BY
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<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Odessa Out of School Club was registered in April 2005 and is one of the provisions run by East London Black Women's Organisation (ELBWO). It operates from the main hall in Odessa Infant School, located in a residential road.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from five to under eight years may attend the club at any one time. It is open each weekday during term time from 15:00 to 18:00, and from 08:30 to 18:00 during school holidays. All children have access to a secure outdoor play area. The setting is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. 24 children currently attend the club, of whom three are in the early years age group. The club leader is qualified to level 3, and most other staff have the required level 2 qualification.

## Overall effectiveness of the early years provision

Odessa Out of School Club is a lively and well-run facility, rightly appreciated by parents and by the children who attend. Its mission is 'To provide a happy, safe, warm and stimulating environment for all children to play, learn and develop freely'.

It succeeds very well in achieving its objectives and continues to offer the good quality provision noted at the time of its last inspection. The club provides a good balance of activities, suited to the children's needs, in a safe and friendly environment. The coordinators have built a loyal and effective team of helpers. They work well together, know the children as individuals, and make sure they update their own skills in response to the requirements of the club and of new national initiatives. Children's experiences in the club make a valuable contribution to their learning and development.

## What steps need to be taken to improve provision further?

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

- improve provision for children who need a period of quiet withdrawal during club sessions

To fully meet the specific requirements of the EYFS, the registered person must:

- complete staff training in key person provision, and establish links with children's key persons in contributory schools to ensure a smooth flow of information and support for each child (safeguarding and promoting children's welfare)

28/02/2009

## **The leadership and management of the early years provision**

The leadership and management of the club are good. There is a keen awareness of areas the club could improve, and staff are actively supported in seeking additional training to help achieve this. Very good progress has been made in implementing the requirements of the Early Years Foundation Stage (EYFS), and further training is being undertaken to increase the quality of what the club offers in terms of developing the 'key person' strategy, and adding specialised paediatric skills to those of the club's qualified first aiders. This will enhance the already good level of care provided for the children.

There is a good relationship with parents, who are kept well-informed about the club's affairs. One commented that, 'You can really trust the club to look after the children. It's so easy to get in touch if there's a problem, and they're quick to get in touch with you if they need to.'

The club's policies show its readiness to comply with parents' individual wishes in respect of issues such as diet, or medicines. Staff also periodically seek children's views, sometimes through a formal questionnaire, and this gives children a sense of participation and responsibility in the running of the club.

An absolute priority is placed on ensuring children's safety. Staff working in the club are fully qualified, and carefully screened for suitability. The premises are secure, and daily risk assessments check that none of the planned activities could cause harm to a child. Children's attendance is recorded very thoroughly, with checks on times of arrival and departure and the identity of the adult collecting each child. There are clear procedures for circumstances where a child is not collected at the expected time, or in the event of a child going missing. Emergency evacuation procedures, established by the host school, are in place and clearly displayed.

The club has established stringent arrangements to deal with any harassment, bullying or racial intolerance that might arise. These are rare in this happy and highly inclusive community. Staff are attentive to hygiene issues, ensuring children wash their hands before snack time, and that food is prepared and served carefully. Medical regulations are adhered to, and the first aid box is kept up to date and to hand.

Recommendations from the last inspection have been carried out, and staff have moved the club forward in the intervening period especially in respect of the implementation of the EYFS. Current plans include refining the holiday club provision in order to better meet the needs of disabled or challenging children. Those leading and managing the club have good capacity to secure further improvement.

## **The quality and standards of the early years provision**

This is a good club. Staff use the key priorities of the EYFS as a structure for planning the children's activities, recognising, for example, that each child is unique, with particular needs and interests, and that relationships are crucial in creating an enabling environment in which they can learn and develop.

Recently children have worked on a Christmas play to perform to parents. They have produced music for it, and written invitations to take home. Importantly, they have also learned that Christmas is celebrated in many different ways, and that other cultures and faiths have their own important annual celebrations. These are activities which staff adjust so that both younger and older children, girls and boys, can take part according to their interests and abilities. Staff sit with the children, encouraging them in their painting, writing or construction activities, engaging them in discussion, and helping to improve their fluency in English. Children with special needs receive any particular help they need.

Daily plans also recognise that children need the opportunity sometimes to select their own activities from the wide range available, and to make use of outside facilities when weather permits. Staff are exploring ways of using the excellent evaluations in their 'day books' to make simple assessments of each child's responses to the programme offered. These assessments will be a valuable contribution to children's EYFS Profiles when they leave the EYFS stage, and will help ensure smooth progress in their subsequent learning and development.

The club's access to the school's large hall means children can enjoy more vigorous activity, and there is no interference between the older and the younger ones. While the club has a satisfactory book collection, the spaces it uses do not at present enable it to make a small, comfortable, quiet withdrawal area, where a weary child might curl up with a book.

Children enjoy coming to the club, and refer to their enjoyment of the holiday play scheme. Snacks consist mainly of fresh salads and fruit. Water is available freely whenever children want it. Even the youngest children realise that healthy eating and exercise are important if they are to stay fit. They behave very well and safely in the club, working and chatting together happily. There are many instances of conspicuous kindness shown by older children to younger ones in their group. These developing social skills will help them in the future.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.