

Jenny Hammond Primary Out-of-School

Jenny Hammond Primary School, Worsley Road, Leytonstone, London, E11 3JF

Inspection date	16/10/2012
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The club's policies are kept up to date and staff are aware of these, adhering to them to safeguard children. They provide a sound foundation for staff to promote children's health and safety
- The club has a friendly relaxed atmosphere. Children are extremely well behaved and have good relationships with each other.
- Children enter the club and are keen to participate in the available activities. Staff join in children's play and talk to them, helping them develop their communication and language skills further.

It is not yet good because

- The organisation of the club and deployment of staff is not fully effective in enabling children to choose from a wider choice of play experiences.
- Staff do not make the most of opportunities to encourage children to develop their creativity and independence either in group activities or at snack times.
- The system for observing children's play and learning is not organised sufficiently well for staff to be able to make the most of opportunities to support children in new learning experiences that complement the education they receive at school.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children during free play and group activities.
- The inspector sampled documentation, such as club policies and children's observation records.
- The inspector held informal discussions with staff and interviewed the provider.
- The inspector took parents' and children's written comments about the club into account.

Inspector

Jill Nugent

Full Report

Information about the setting

Jenny Hammond Primary School Out-of-School Club registered in 2007 and is run by Early Rise Ltd, a small private company which provides out-of-school care facilities. The club operates from Jenny Hammond Primary School in Leytonstone in the London Borough of Waltham Forest. Children have the use of the school dining room and outdoor playgrounds. The club is open from 3.30pm until 5.30pm every weekday during term-time.

It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 28 children on roll, of whom six are in the early years age group. A team of four staff is employed to work with the children. All staff hold relevant qualifications.

What the setting needs to do to improve further

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

- review the organisation of the play sessions in order to offer a wider choice of play activities to children, provide more opportunities for them to express their own ideas creatively and encourage them to be independent
- develop the system of observational assessment so that staff can make the most of opportunities that arise during children's play to support them in the acquisition of new skills, that complement the education they receive at school.

Inspection judgements

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

Children enjoy the different opportunities that the club offers and this enables them to relax at the end of a school day. They especially like to play with their friends, for example, using board games, such as 'Monopoly'. Staff join children in their play, talking with them and thereby encouraging children to communicate. Children are able to practise and extend their key skills in literacy and numeracy when using books, puzzles and games. They are enthusiastic about the opportunity to be creative during group activities, although these activities are not organised in such a way that children can freely access them independently and express their own ideas with a wide range of materials. Staff tend to over-direct activities rather than encouraging children to explore for themselves.

Staff make some observations of their key children during sessions and record these in writing. Their notes offer a view on children's individual development in some areas, for example, social and emotional or physical development. However, the system for observing children is not organised effectively so that observations take place at regular intervals and cover all areas of learning. Neither do staff work out any next steps of learning for individual children. This means they do not always make the most of opportunities arising during children's play to support them in any new learning experiences that complement the education they receive at school.

Staff liaise with teachers and parents to give extra support to children when needed and this helps to improve the outcomes for these children. Staff talk with parents informally when children are collected and this provides an opportunity for information about children's development and well-being to be exchanged. These conversations provide a useful contribution to staff's knowledge of children in their care and help them to meet children's needs more effectively.

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

Children are enthusiastic about coming to the club. They are eager to play as soon as they arrive and to join in the daily group activity. Children are very much aware of their boundaries in the club. They listen attentively to staff and follow any instructions given. Children contribute to keeping the room tidy by storing their possessions neatly. They play harmoniously alongside each other and happily share resources, for example when choosing blocks to construct models. Staff encourage children to take the lead when organising games, such as 'Twister', so that they learn to work alongside others in teams.

Children quickly settle into the club environment and display much self-confidence in their conversations with adults. Staff get to know the children well and as a result children are very happy at the club. They often become absorbed in their own exploration, for instance, when investigating alphabet blocks, building or lining them up. They also have fun with others in the group, for example, when trying out colourful dressing-up costumes. Children enjoy a variety of healthy foods at snack time, including a choice of fresh fruits. They like to socialise with others as they sit together in groups, but staff do not always encourage them to be independent in preparing or choosing foods. Drinking water is always available so that children can drink when they feel thirsty.

Children initially have a good choice of activities, for example, games, drawing and construction equipment set out on tables. All children take advantage of the opportunity to take part in the group activity, for example, cake decorating. Opportunities for outdoor play are timetabled each day so that children can enjoy physical activities in the fresh air. However, staff do not extend the choice available to children during the session by making good use of all the space available indoors or by ensuring that physical play is offered every day.

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

The provider is fully aware of her responsibilities regarding the implementation of the Early Years Foundation Stage in the setting. She is particularly thorough regarding paperwork. All the documentation is readily available to anyone wishing to view it. There are effective safeguarding procedures in place. Staff know what to do if they have any

concerns relating to child protection. They ensure that children are well supervised while in their care. They are attentive to good hygiene and promote an awareness of healthy eating through the provision of nutritious snacks.

The provider monitors the provision at the club through her regular visits and meetings with staff. She ensures that all new staff are checked for their suitability to work with children. She organises yearly appraisal meetings with individual staff and uses these to talk about opportunities for further training. Staff are well trained in safeguarding and welfare issues, such as child protection and first aid. Since the previous inspection, they have worked on building their team. At present the provider is beginning to encourage a greater awareness amongst staff of how children learn through play. However, staff are not yet sufficiently well trained to enable them to use observations of children to fully support children in acquiring new skills.

Staff act as good role models in maintaining a calm environment. They arrive in good time and set out various resources for children to stimulate their interest as soon as they arrive from school. There are various activities planned for each week and these include opportunities for children to be creative, for example, as they explore paint or decorate cakes. Staff are generally supportive of children as they play, and engage them in conversation, although at times children are left to themselves, for example, when staff are preparing snacks. This limits the choice available to children at times during the session.

The club works closely in partnership with the school. Staff are able to liaise with teachers whenever necessary, for example, to offer better support to children with special educational needs. Parents are well informed about the club and invited to share their knowledge and skills with the children if possible. Parents regularly write in the comments book and many express their delight in the club's provision for their children. These comments are also useful to the provider in the monitoring and evaluation of the provision.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY361969
Local authority	Waltham Forest
Inspection number	815464
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30

Number of children on roll	28
Name of provider	Early Rise Ltd
Date of previous inspection	02/02/2010
Telephone number	02085 193977

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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 that are usually their 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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