

Family 1st

Whybridge Infant School, Ford Lane, RAINHAM, Essex, RM13 7AR

Inspection date

22/05/2014

The quality and standards of the early years provision	This inspection:	2
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 greet children warmly and, as a result, children feel welcome at the club. They have formed close bonds with staff and settle quickly when new.
- Staff have a good knowledge of how children learn. They plan activities based on their observations of what children enjoy playing with therefore children enjoy their play.
- Staff support children's emerging literacy skills in a variety of ways including different games and shared reading sessions.
- Children enjoy a varied selection of physical play activities in the large playground.

It is not yet outstanding because

- Children cannot choose books independently from the wide selection available due to the way they are stored.
- There are fewer opportunities for children to explore the natural environment using a variety of resources.

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 spoke with children, staff, managers and parents at appropriate times.
- The inspector observed play activities and routines during the after school club session.
- The inspector sampled policies, children's records and staff files.
- The inspector discussed self-evaluation and improvement plans with the manager.
- The inspector invited the manager to take part in a joint observation.

Inspector
Lesley Hodges

Full report

Information about the setting

Family 1st After School Club registered in 2008 and operates from a portable cabin within Wybridge Infant School, in Rainham in the London Borough of Havering. Children have access to an enclosed outdoor play area. It is open each weekday from 7.45am to 8.45am and 3pm to 6pm during school term time. The holiday club runs from 8am to 6pm during school holidays. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll aged from three to 10 years, six of whom are in the early years age range. The club supports children who are learning English as an additional language. The club employs six members of staff, five of whom hold appropriate early years qualifications at level three.

What the setting needs to do to improve further

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

- review the storage of books to give children an even wider choice of reading materials

- extend the opportunities for outside activities so that children can use different methods to explore their environment.

Inspection judgements

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

Staff support children's learning and development with a range of activities. There is a relaxed atmosphere and children have formed close bonds with staff and each other. They laugh as they take part in games and children humourously mock pictures drawn by staff as they try to guess what they are. Children enjoy the varied routine. They choose different activities confidently and ask for additional toys when they want them. Staff successfully support children with their early literacy skills in a range of ways. For example, they play word games with children as tea is being prepared. Children all take turns to guess letters to make different words on the large board which they can all see. During drawing activities, children enjoy sketching their favourite characters and people using different coloured pens and pencils. Staff encourage them to write their names on their pictures, praising them when they do so to encourage them further. Staff listen to children as they read their school reading books. They make a note in children's reading records so that parents and school staff can clearly see the progress the children are making and how often they are reading. Children can choose from their school books and from other books in the setting. However, the storage of some books restricts children's

choices, as younger children cannot see the covers of the books.

Staff plan carefully for children. They use their observations and the information they gather from children and parents to plan interesting activities. Children enjoy making folders to keep their pictures in and staff provide favourite pictures for children to colour in. Children talk with staff about seeing owls in school and draw pictures of what they have seen. Staff praise the children and display the pictures on the wall to show children that their work is valued. This boosts children's self-esteem and enhances relationships between children and key staff. Children choose from activities, which are stored in large boxes and help themselves to additional art resources from a large store cupboard. Staff use the space in the room well so that children have space to play pool, use a range of action figures and take part in table top activities such as puzzles and making collages.

Staff support children who are learning English as an additional language by using gestures and pictures. They gather information from parents about children's levels of understanding of key words in English and in children's home languages to support them as they settle in.

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

The staff provide a warm, caring environment at this club. The effective use of the key-person system means that children form supportive bonds with staff, which meet their needs. Children, who are new to the setting, turn to staff if they need comfort when they fall over and caring staff reassuringly clean them up and apply basic first aid.

Children enjoy daily outside play in the large playground. They choose from a good range of physical play activities and resources including tennis, hoops and scooters. This daily exercise enhances children's healthy lifestyles as they develop a range of physical skills. As they play, children learn about how to keep themselves safe and minimise injuries if they fall. They enjoy choosing what colour helmets to wear when playing on the scooters. There are fewer opportunities for children to explore the outside space in other ways. For example, by taking nature walks, examining, and recording what they see. Children are learning personal responsibilities as they explore their environment. Staff remind children about their personal safety when using computers and the internet. They organise informal sessions to discuss the dangers and child-friendly posters remind children about staying safe.

Children's behaviour is good. Staff use a range of techniques to support children's positive behaviour and children are proud when they describe how they have earned stickers for the wall display. Caring staff use a large notice board to celebrate children's achievements in other settings and this creates a positive environment for all children. Tea time is relaxed and children take responsibility for helping with setting out tables so that they can sit in small groups. Children make choices within the environment and this helps them to develop their independence skills. They pour their drinks and spontaneously wash their hands before they eat, showing that they understand hygiene routines. Menus are varied and are displayed for parents to see. Children enjoy sandwiches and soup for tea and the

breakfast is nutritious, which support children's healthy choices.

The manager has in place effective settling-in procedures to help children become familiar with staff and other children. Children are welcome to spend short sessions at the club when they are preparing to start. Thoughtful staff arrange to borrow resources and equipment from local schools so that new children can play with their favourite toys as they settle into the club. This helps to meet children's emotional needs during this time.

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

The manager and staff demonstrate a clear understanding of the safeguarding and welfare requirements. They speak confidently about the procedures to follow if they have concerns about a child in their care. The manager checks the suitability of staff including carrying out vetting checks to ensure that only those who are cleared to work with children do so. Staff carry out daily risk assessments to minimise hazards. These include procedures for supervising and supporting children when they play outside. Staff are well deployed in the outside area so that they can play games with children and supervise them when they play independently.

The manager and staff work well together. They meet weekly to discuss plans for the following week and any issues arising since the last meeting. They discuss plans for the future and ways to involve the children in planning for their environment. For example, children recently chose the colours when the club room was decorated. Other recent improvements included asking children for their ideas about recent outside play activities. Boys and girls have suggested ideas for play and recent improvements have been supported by staff attendance at training courses. Staff have recently visited the toy library to provide a more varied range of resources for children.

The manager is keen to support staff as they gain qualifications. She welcomes volunteers and encourages them to take part in training to enhance their skills. The manager has introduced thorough induction procedures so that new staff and volunteers are aware of safeguarding and health and safety policies and procedures. The manager reviews staff practice and sets targets for them to develop their skills. This includes attending short courses, which they feedback to colleagues so all staff can benefit from the training.

Parents are complimentary about the care their children receive at the club. Daily chats with staff mean that they feel well informed about how their children are developing and settling in. Staff share their observations about children's welfare and development. The manager welcomes new parents and explains daily routines and procedures so that parents have a detailed knowledge of what to expect from the club. The manager works with the advisor from the local authority to review the setting and make improvements. For example, observations and planning are more focused as a result of recent changes. Staff enjoy partnerships with staff at school that support the range of activities offered in the club to 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY381225
Local authority	Havering
Inspection number	844513
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	43
Name of provider	Family 1st Ltd
Telephone number	07551246823

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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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