

Creations After School Club Ltd

Inspection report for early years provision

Unique reference number	-----
Inspection date	20/11/2008
Inspector	Katie Dempster
Setting address	St. Andrew & St. Francis C of E Primary School, Belton Road, LONDON, NW2 5PE
Telephone number	07941 106651
Email	creationsasc@aol.com
Type of setting	Childcare on non-domestic premises

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.

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Description of the setting

Creations After School Club opened in 2005 but re-registered in 2008. It operates from one main hall in St. Andrews and St. Francis Primary School in Willesden, in the London Borough of Brent. A maximum of 25 children may attend the after school club at any one time. The after school currently supports a number of children with learning difficulties and/or disabilities. The after school club is open five days a week from 15:30 to 17:00, Monday to Friday. Children come from a

wide catchment area, as most of their parents travel in to work on or around the area. All children share access to a secure, enclosed, outdoor play area.

Overall effectiveness of the early years provision

The club provides appropriately for children in the Early Years Foundation Stage. Staff strive to offer children an interesting and varied programme of activities. However, the systems for observing, assessing and planning are not effective to ensure individual children's developmental progress. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play and act as good role models, promoting children's positive behaviour. The manager has identified some of the areas for improvement within the setting and is working to improve the learning and development experiences of the children who attend the setting. There are some weaknesses in effective partnerships as relevant information is not shared to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- develop the systems for observation ensuring there are clear links to the areas of learning and the early learning goals
- develop systems for assessment and planning to ensure the next steps in individual children's developmental progress are identified
- plan appropriate play and learning experiences which are linked to the six areas of learning
- ensure effective continuity and progression by sharing relevant information with other professionals and parents.

The leadership and management of the early years provision

Staff meet at the end of each session to discuss what has gone well and what can be improved for the next session. The setting has started to evaluate the service it provides and identify where improvements can be made in order to benefit the children, for example, they acknowledge that they need to develop links with the school in particular for those children within the early years age range.

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A parent's notice board and information table is used to display useful information, such as staff qualifications, healthy eating ideas and some of the policies and procedures implemented within the setting. The setting has started to make links with the school that the children in the early years age group attend, to promote the integration of the education programme. However, this has not yet started to benefit the children as effective systems have not been

devised to clearly demonstrate each child's progress through observation and assessment. Clear written policies and procedures are in place to support practice to ensure children's safety and welfare is promoted. Staff have a sound knowledge of safeguarding children and of their roles and responsibilities in recording and reporting concerns and actions to take in the event of there being an allegation of abuse made against staff. There are systems in place for the safe recruitment and vetting of those working directly with the children.

The quality and standards of the early years provision

Children arrive happily at the club and quickly settle into the routine. Effective safety measures are in place to ensure the children are safe. For example, staff monitor children leaving the club ensuring they have been signed out, fire safety procedures are in place and children are cared for by staff who are appropriately vetted and qualified. A satisfactory variety of snacks, such as rice cakes, meat koftas, fruit and sandwiches with an assortment of fillings, are provided at the after school club. Drinking water is available at all times. Children are well behaved, and any difficulties are managed effectively by staff using age appropriate and positive methods. Children have devised the club rules themselves and recite them at the beginning of each session. Children have access to an environment that is appropriately organised. Resources are sufficient in range and quantity, and are displayed attractively, helping to promote children's free choice. Staff demonstrate a sound understanding of the Early Years Foundation Stage and how children learn and develop. However, the systems for observations, planning and assessment are not yet fully in place and are not sufficiently effective to ensure children make sufficient progress in all areas of their learning and development. The setting provides satisfactory inclusive practice. Extra staff are employed to offer more one to one support for children with learning difficulties and/or disabilities and the manager has also started to form links with schools these children attend. However, links at present are ineffective as sufficient information is not shared to ensure children with learning difficulties and/or disabilities are successfully integrated into the club and their care and development needs are being met.

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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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? 3

How well does the provision promote inclusive practice? 3
The capacity of the provision to maintain continuous improvement. 3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed? 3

How effective is the setting's self-evaluation, including the steps taken to promote improvement? 3

How well does the setting work in partnership with parents and others? 3

How well are children safeguarded? 3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop? 3

How effectively is the welfare of children in the Early Years Foundation Stage promoted? 3

How well are children helped to stay safe? 3

How well are children helped to be healthy? 3

How well are children helped to enjoy and achieve? 3

How well are children helped to make a positive contribution? 3

How well are children helped develop skills that will contribute to their future economic well-being? 3

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

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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

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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 registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to comply with the Early Years Foundation Stage.

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.