

YMCA Timsbury After School Club

Inspection report for early years provision

Unique reference number	EY399325
Inspection date	11/01/2010
Inspector	Beverly Anne Brimble
Setting address	YMCA Timsbury Youth Centre, North Road, Timsbury, Bath, Somerset, BA2 0JH
Telephone number	01761 472116
Email	
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

YMCA Timsbury After School Club registered in 2009. It is run by Bath YMCA who run several other childcare settings in and around the Bath area. The after school club is held in Timsbury Youth Centre in the village of Timsbury, near Bath. The group offers a breakfast club from 7.30am to 9am and after school care from 3.15pm to 6pm. The group opens every day in term time only. The group has sole use of the building during their sessions. The building offers a large hall, quiet room and computer and art room. There is no outdoor play area but the group use an enclosed play area in the local school for outside play.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children under eight at any one time. There are currently 29 children on roll in the early years age group. The club also cares for children over the age of eight. Three members of staff are employed to care for the children, of whom one holds a relevant childcare qualification to Level 3 and one of whom is working towards a Level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and confident in the breakfast and after school club, because staff develop warm and caring relationships with the children. It is a setting in which all children are welcomed and included, and it meets their individual needs well. Staff provide a range of interesting activities for the purposeful engagement of the children. Overall, children play and learn in a safe environment, and have equal access to the full range of activities and use of resources. The managers and staff are keen to improve the quality of care and education provided and demonstrate a good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- put in place a record of risk assessment which covers anything with which a child may come into contact, and review it regularly detailing who conducted it, the date of review and any action taken following that review (Suitable premises, environment & equipment, Documentation) 26/01/2010

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

- continue to develop links and share information, with the schools attended by children in the Early Years Foundation Stage, to ensure effective continuity and progression
- provide a better balance of indoor and outdoor activities
- develop further the systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children's welfare are good. Staff are knowledgeable about signs that indicate abuse and are confident about passing on concerns. The setting has detailed policies and procedures in place which detail the steps staff take to safeguard children, and well organised systems are in place to ensure that all staff are suitably qualified and vetted. Consequently, children are kept safe from harm and neglect. Staff carry out daily safety checks of the premises and risk assess areas used by the children, however, a record of these risk assessments are not in place, which is a requirement. Documentation is suitably organised, made available for inspection and updated regularly to ensure the safe and efficient management of the provision. The environment is well organised with different areas for physical activity, planned activities and a comfy area for relaxing. A broad range of activities are planned and resources are effectively deployed, allowing children to make their own choices and decisions about their play and learning. However, because the outside play area the club use is not at the site, outdoor activities are not routinely planned for, which restricts children's opportunities to play and exercise in an outdoor environment.

Partnerships with parents is good. Clear information is shared with parents through the policies and procedures file, notice board and informal discussions, which keeps them well informed about the care their children receive. Staff work closely with parents to find out about the children, and as a result provide an inclusive setting where children's individual needs are well met. The breakfast and after school club welcomes all children and is able to support children with special educational needs and/or disabilities. There is a varied range of activities, toys and resources which promotes respect for diversity and positive attitudes to differences. Staff at the setting have started to make links with the schools children attend to help continuity and progression in their learning and development, but these are not yet fully established.

Managers and staff demonstrate a shared commitment to improvement. They meet together regularly and are beginning to use reflective practice to help identify areas which can be developed. However, formal systems of self-evaluation to monitor and identify all areas for improvement have not yet been devised.

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

Children are relaxed, confident and clearly enjoy their time at the club. With close support from staff, they quickly settle into the session, and independently make choices from the range of resources which include drawing activities, construction materials, books, games, small world play, table tennis and pool. Younger children often ask older ones for help, for example, during a colouring activity one child asks another 'What colour should this be?' and they work together to complete the picture. Children develop good relationships with each other, they seek out friends and play cooperatively together as they take turns when playing board games or pool. Children communicate confidently and excitedly recall their antics in the snow, such as, snow ball fights and sledging.

Children enjoy a good balance of child-initiated and adult-led activities. They can choose what they want to do at the club, although, staff always provide a planned activity if they do not become engaged in their own play. Children enjoy preparing and cooking their own pizzas for snack or making bird feeders for the snowy weather. Themed activities promoting different festivals, for example, Chinese New Year, Christmas and Diwali help children to develop their understanding of the wider world and how others live. Staff are starting to make observations of the children at play and use these to assess development and plan for future learning. Children make good progress and contribute to their learning because staff encourage them and through their discussions and play ensure they are appropriately challenged.

Children learn effectively about healthy eating, they are offered a wide range of light teas, such as, crumpets or soup and fresh fruit at snack time. Drinking water is freely available for children to help themselves to whenever they are thirsty. Staff remind children to wash their hands before eating to establish good hygiene routines, and effective systems are in place for managing accidents and the administration of medication to further promote children's good health. Children learn good procedures for safety both in and out of the club, for example, they wear high visibility jackets on the walk to the club from school to ensure they can be seen and take part in regular fire drills. Children behave well and show kindness to each other and staff. The staff provide good role models and their friendliness and care ensures the children feel secure within the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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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