

Holy Trinity Playcentre

Inspection report for early years provision

Unique Reference Number	159474
Inspection date	23 January 2008
Inspector	Arda Halls
Setting Address	Holy Trinity C of E Primary School, Sedding Street, London, SW1X 9DE
Telephone number	0207 730 6590
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Registered person	Royal Borough of Kensington and Chelsea
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Holy Trinity After School Club and Holiday play scheme is run by Kensington and Chelsea department of community learning and play service. It was registered with Ofsted in 2001 and operates from two sites, both located in small primary schools in Sloane Square. The main site used four out of five nights is the Cadogan Gardens school. Children are escorted from Cadogan Gardens once or twice a week to the Sedding Street site. The Sedding Street site is located in one main hall and classrooms as needed. A maximum of 24 children may attend the after school club at any one time. A maximum of 40 children may attend the holiday play scheme at any one time. The after school club is open each weekday from 15:15 to 18:15 term time only. The holiday play scheme is open from 08:00 to 18:00. All children share access to two secure enclosed outdoor play areas.

The after school club and holiday play scheme is managed by the local authority education department. There are currently 59 children aged from five years to under eight years on roll. Children come from two local church schools in Sloane Square. Children from the age of eight years to 11 years of age also attend the club.

The play scheme currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The play scheme employs five staff. All of the staff, including the manager hold appropriate early years qualifications. The play scheme receives support from the Local Authority. The teaching method used is children learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy through being cared for in a clean environment, with efficient measures in place to prevent the spread of infection, for example children are asked to wash their hands before leaving their classrooms and a child friendly hand spray is used for children before they have their snack as there is no access to water in the lower hall. All areas used by the children are clean and well maintained. Tables are cleaned before snack is served, however some children wander about as they eat and do not use a receptacle of any kind for their sandwich and fruit. Children are carefully supervised during games. Any injuries are assessed immediately and children are consulted about how they feel before they return to their games. Staff are skilled at helping the children laugh as they suggest they are 'not long off the field just like David Beckham'. Accurate records are kept on children to ensure medication is correctly administered if necessary. Several staff are trained in first aid and have a good understanding of what to do in an emergency.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They have great fun playing a variety of games. There is well organised indoor and outdoor play in two easily accessible outdoor playgrounds. The playground on the top floor of the school has been strategically planned to ensure children can play games safely.

Staff have a good awareness of children's dietary needs and food preferences as they are discussed with parents. Precise instructions are available to guide staff if they should need to assist children in the event of a reaction to a serious food allergy. Children are given support to enable them to administer their own medication where it is deemed to be suitable to do so. Menus are clearly displayed to inform parents and children of the foods they will have each day. Children serve themselves a healthy sandwich and fruit followed by a cup of water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are happy in the setting; they enter with great confidence and make themselves at home. They show a strong sense of belonging as they greet each other and the staff with warmth and affection. Children are made aware of a visitor to the setting and listen carefully as it is explained that it is alright to interact with the visitor. This helps children learn about how to keep safe. The hall is arranged to allow children to pursue their interests in which they feel safe and at ease.

They have access to a good range of quality toys and equipment, which are appropriate for their age and development. The play centre works closely with the school who make school resources available to the after school provision. Children can access resources independently and safely as staff set these out daily. Children know to ask for additional toys from the store room when needed. Toys and equipment are checked on a regular basis to reduce any hazards which helps safeguard children.

Children's risk of accidental injury is reduced, because staff ensure safety measures are effectively met.

Rules are reviewed each day at the time of registration. Children are asked to recall the rules and they call them out with great enthusiasm. The youngest of children are articulate, they know why there are rules and how the rules help keep them safe. Children are asked to recall how poorly the toilets were kept the day before and the children discuss how they will be kept better today. Staff identify potential risks or dangers through a thorough risk assessment of all areas used by children. Clear evacuation procedures are displayed and fire fighting equipment is checked annually.

Staff have a good understanding of safeguarding children issues and awareness of procedures to follow if they have concerns about a child. This means that children's welfare is protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy a lively session in the playground running on the spot and lifting their legs high. They listen well when they are asked to stop. They are enthusiastic as they try to touch their noses on the ground without bending their knees. Children are free to drink from the fountain whenever they are thirsty. They are good at taking turns and respond well to the game of 'traffic lights' running when it is green and stopping on the spot when it is red. They giggle as they hold a 'freezing' position. Children are successful at this game and it gives them a good sense of achievement. They are becoming confident and very self-assured. Children can sit down for short periods when they are tired. They watch the games and join in when they are ready. There are plenty of opportunities for children to be in charge as they are asked to choose other children to be their team mates. They laugh and dance about as they are chosen. The children are exceptionally happy and constantly laugh and sing as they play. Children are reminded not to push one another. They are given opportunities to recall their games on other days and they are asked to repeat the rules. They know what to do and they delight in calling out the answers. Children laugh and laugh as they start their relay game before they hear the word 'go'. They talk about 'frog' jumping and are asked to demonstrate. Everyone wants to volunteer. Children are given a choice of games, they are asked if they want to play 'beach, bank, river'. Children give the instructions of how to play the game, they know exactly the rules of the game.

Children enjoy a game of cricket on the roof of the school. They enjoy the game and they learn to concentrate as the game progresses. High fencing and a soft ball help to keep the children safe. They are good at taking turns and they listen well as the coach guides them. Some children dance when they are up at bat. They have good ball skills and they catch with some accuracy. Children are reminded of the rules as they play. At times they argue with the coach but quickly go along with his decision. Girls are not shy at telling the boys when to run. All the children are included and invited to bowl or bat accordingly. No one is hesitant to bat even though occasionally the ball gently hits a bystander. Children's reactions are quick and the exercise is excellent.

Children play indoors in the hall after outdoor games. They enjoy the large selection of small cars which they arrange on a low level ledge next to their play mat. They wheel the toys around and talk to one another constantly.

Children are free to draw and colour, stick and make creations of their choice. They play with dinosaurs and have great fun using their imaginations. Some children play with plastic fruits and vegetables and arrange the play 'groceries' in the order of their choice.

There are opportunities for children to build with construction toys while others choose to play cards in small groups. All the children are concentrating and thoroughly enjoying their play. The noise level in the hall is high as the children are very busy in an extensive range of activities. The children are expressing themselves and having numerous opportunities to explore what is of most interest to them. Children engage extremely well in their play. There is exceptional staff participation. Staff are not shy at play and interact in an exceedingly positive manner. This adds to the children's enjoyment immensely.

Helping children make a positive contribution

The provision is good.

The setting is warm and welcoming and children are naturally learning about the world they live in and the beliefs of other people. They are developing a positive self-image as they celebrate various festivals including the Notting Hill Carnival, Chinese New Year, Christmas, Eid and Diwali. They are able to follow on from school celebrations such as when celebrating black history month. Parents are actively involved in the celebrations as they volunteer information and supply national dishes for everyone to try. There are limited resources which reflect diversity and which show positive images from a variety of cultural backgrounds and varying needs. Staff are quick to acknowledge that they do not have enough resources to promote equality consistently. A children's committee has been assembled; they help out with the ordering of toys and equipment. The school offers resources on loan including full access to the school library. A thorough equal opportunities policy is in place and children are happy because their individual needs are met within the setting.

Children with learning difficulties and disabilities are welcome and staff are committed to ensuring that the play provision is accessible to all. Information about children is gained through discussion with parents and this means that children receive continuity of care.

Children behave well; they understand the boundaries set and know what is expected of them. Suitable strategies are used for reinforcing good behaviour; children receive lots of praise and encouragement from staff for good behaviour and daily activities. It is easily visible that the children like to share and join together. They are active and busy and therefore, their behaviour is good.

Partnership with parents is good. Parents are greeted warmly by staff and have the opportunity to share any relevant information about their children with them to ensure their individual needs are met. Children benefit from the positive relationships between staff and parents, for example some families are greeted in Italian which makes them feel more included. Parents receive good information about the setting and the activities. The development of each child is recorded with observations included. Parents are encouraged to spend a session with the children to encourage children to play with one another. Comprehensive policies and procedures are made available every evening. Parents comment that the play centre provides a fantastic provision with an excellent brochure which helps parents when they use the service for the first time. Parents also comment that they have been coming to the centre for the past six years and that they 'truly like it'

Organisation

The organisation is good.

The registered provider remains suitably qualified to work with children. The certificate of registration is effectively displayed alongside other documents in a well organised framework in a central hallway of the school in which the play centre is located. This makes it easy and inviting for parents to view. The manager in charge has trained to NVQ level 3 and has a good awareness of times when the regulator must be informed of changes. Staff with suitable qualifications and experience are employed to care for the children.

Children feel comfortable and at ease at the after school club. The hall is well organised and arranged to ensure that the toys and resources are easily accessible to help children make their own choices. As a result, children are very independent and confident. An efficient and well planned induction programme ensures that staff are familiar with health and safety in the centre. There are constant training opportunities provided through the local Early Years partnership as well as in house training. Regular staff meetings and debriefing sessions are held to ensure that any issues are addressed on a daily basis. The daily registers for staff and children are systematically filled out and both staff and children have a high level of awareness of the importance of 'deregistering' at the end of each session.

Children's welfare and individual needs are well met at the setting and appropriate records are in place to support staff's understanding of each child. Children's details are accurately recorded and stored securely. Effective policies and procedures are put into practice to help ensure that the children are well cared for. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to:

Ensure that the name of the child and witnessing staff member is recorded on all accident forms. This has been done which helps keep children safe.

Ensure that staff names are recorded in full on incident sheets. This has been done which helps keep children safe.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide a hygienic way of serving food
- increase play materials which reflect diversity and which show positive images from a variety of cultural backgrounds and with varying needs

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk