

Bevington Playcentre

Inspection report for early years provision

Unique reference number 159465
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Inspector Jennifer Barker

Setting address Bevington School, Bevington Road, London, W10 5TW

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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 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.

Description of the setting

Bevington Playcentre has been registered for a number of years. It is sited in a Portakabin in the playground of Bevington School, with the use of the school's gym, hall and playground. There are currently 55 children on roll. The play centre may care for no more than 40 children aged four to eight years with no more than three aged between four and five years. The play centre is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff and a manager. All staff have the National Vocational Qualification (NVQ) at level 2. The manager has a level 3 Childcare certificate and is working towards the diploma. All other staff have NVQ level 2 qualifications and there are two staff close to achieving NVQ level 3. The play centre is open from 15.15 to 17.45. There is also a daily breakfast club. The play centre is also registered for holiday schemes and runs some sessions at these times. The holiday schemes may care for no more than 56 children from four to eight years at any one time. There is access to the Portakabin that is wide enough for a pushchair. The play centre admits children who have learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The centre is well organised and managed. They continue to improve well, having effectively put into place recommendations made at the last inspection. The warm, friendly relationships between staff, children and parents, ensure children are safe and secure and enjoy attending the play centre. Inclusion is good as all children are valued and families from a range of backgrounds and communities are well supported including those children with learning difficulties and disabilities.

What steps need to be taken to improve provision further?

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

- plan play activities that are tailored to meet the children's needs more closely in all areas of learning
- use a greater range of construction, building and creative resources and ensure that they are available to children on a daily basis

The leadership and management of the early years provision

The team is well led and managed with the care and welfare of children seen as a priority. Good progress has been made since the last inspection and is underpinned by an effective development plan based on accurate self evaluation. Thus, staff demonstrate that they have good capacity to sustain continuous improvement. The manager and staff are efficient and keep good records, including medical

information and about the children's arrival and pick up times to ensure that they are safe. Effective and systematic risk assessments of the indoor and outdoor areas are undertaken by the staff and ensure that any problems with equipment are picked up immediately and children are safe. The efficient routines established during the session ensure children arrive and settle happily, with a welcome snack as they do so. Their behaviour is well managed and they listen well when adults give explanations of activities for the session.

Activities are planned on a daily basis and linked to Every Child Matters outcomes. Each session ends with a team meeting which enables the staff to discuss children's engagement with activities and plan future sessions. A book for recording daily events, includes recording of discussions with parents, so that information is shared with the team. This supports good partnership working. All staff are clear about their roles and create a happy atmosphere in which children play and develop positive relationships together. The environment is well organised, although indoor activities are too limited in that they do not provide enough opportunities for pupils to improve their creative and construction skills. Good links have been made with reception and nursery teachers in the primary school through regular meetings to develop the early learning goals alongside the play activities on offer. This is not yet linked well enough to planning, ensuring the sustained development of children's language and communication skills, including their numeracy and problem-solving skills and knowledge and understanding of the world.

The quality and standards of the early years provision

The staff have developed good trusting relationships with children and their families and this is a particular strength of the setting. This ensures the children develop independence, are able to take responsibility for themselves and make a positive contribution to the setting and its community. The use of the star chart and reward system for children who help others and join in with setting up games, setting tables and helping to wash up, ensures they get a real sense of the importance of the part they play in the community. Children enjoy coming to the centre, settle down well, sitting at tables to eat healthy snacks, including fruit. The calm atmosphere created by these routines, develops their personal and social skills particularly well. As a result of the attention to detail of the welfare of children, effective policies and the consistent processes of practice employed by the staff, the children feel safe and secure. The children are clear about the rules and know who to go to if they need help, and are closely observed by the staff. For instance, a child who started to get a bit tearful, was held by the hand and talked to immediately, and then happily joined in with the other children.

A range of resources and equipment ensure there is a wide variety of play activities available, particularly outside, including games sessions such as skipping with ropes, cricket and basketball. These enhance the physical development of children and ensure healthy outcomes. However, there are too few opportunities for children to have particular challenges that combine different areas of learning. For example, aiming activities and counting successes, or changing the measured distance, thus using numeracy skills in play. The involvement of older children in

setting up these kind of activities further develops the enjoyment and achievement already experienced for younger ones. Children enjoy playing in the home corner, which is set up at the right scale for young children. This develops their imagination through role play. Children contribute to wall displays, drawing pictures as part of a theme. These activities develop their creative skills and opportunities to work together.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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