

Colville Playcentre

Inspection report for early years provision

Unique reference number	159468
Inspection date	12/05/2009
Inspector	Lynda Walker
Setting address	Colville School, Lonsdale Road, London, W11 2DF
Telephone number	0207 792 2455
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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

Colville Playcentre Out of School Group has been registered since 2004 and is on the Early Years Register as well as the compulsory and voluntary Child Care Registers. The playcentre is located in a Primary School in North Kensington. The setting has access to a ground floor hall, quiet area and office. There are two further halls on the first and second floors. There are separate girls and boys toilets, a staff room and kitchen. Children have access to a large outdoor play area. The play centre serves the local community. There are currently 42 children from four to eight years old age on roll although no more than 56 can attend at any one time. The playcentre opens five days a week during term time from 15:15 - 17:45. The setting also operates a holiday playscheme during the holidays which opens five days a week from 09:00 - 17:30. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language. Six staff work with the children. All staff members hold relevant early years qualifications.

Overall effectiveness of the early years provision

Colville Play Centre provides an outstanding variety of interesting learning experiences for children in the Early Years Foundation Stage. The children really enjoy their time at the club as they play happily together in a safe, welcoming and attractive environment, where a strong emphasis is placed on their care and safety. The detailed planning covers all six areas of learning with a good balance between indoor and outdoor learning. These activities effectively develop the children's knowledge and skills and enable them to make good progress in their learning. The partnership with parents, the school and other agencies is a key strength and contributes significantly to ensuring children's individual needs are met to a high standard. The recommendations from the previous inspection have been addressed very well. The capacity for continuous improvement is excellent as practitioners show an outstanding commitment to self-evaluation. The staff reflect on their practice daily to ensure that they are continually improving and the views of children, parents and carers are actively sought and acted upon.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop and improve systems for sharing assessment information with the school in order to promote the continuity of learning and development for children in the early years age group

The leadership and management of the early years provision

The staff work extremely well together as a team, and are clearly committed to ensuring that all children in their care are well looked after and enjoy the excellent range of choices on offer. There is a detailed range of policies and procedures in place that are used effectively by all practitioners. For example, safeguarding procedures and security systems are understood and followed vigilantly by all staff. Rigorous vetting procedures for staff and volunteers promote a high level of safety for all children. Staff are effectively deployed, ensuring that children are extremely well supervised and supported at all times. A key worker system ensures links with home are consolidated as effectively as possible. Toys and play materials are very well organised to enable all children to access them safely and independently, including children with learning difficulties and/or disabilities. Through training and clear written procedures, all staff have a comprehensive understanding of their responsibilities regarding child protection and the designated person has experience of working with other agencies to protect children.

The centre manager has high aspirations for the quality of the service offered and staff meetings are used to review practices and procedures so that all adults can contribute to the continual improvement of the provision. Self evaluation is excellent. The centre manager and staff are continually assessing all aspects of the setting. The results are being used to develop new systems and procedures to address identified gaps. This demonstrates the settings commitment to providing high quality provision for all children.

Parents and carers are made to feel welcome and speak very highly of the provision. Policies and procedures are easily accessible to all and clearly set out how the setting operates. Staff keep comprehensive and detailed information about each child, including those identified with additional needs. Ongoing liaison with other agencies ensures these children receive a high level of support. The setting has established effective links with other providers delivering the Early Years Foundation Stage so that appropriate information and expertise can be shared.

The staff act as very positive role models. They know the children extremely well, appreciate their differing needs and understand their varying abilities. Every child is valued and treated as an individual. The provision is extremely well organised, with an excellent balance of child initiated and adult led activities to encourage the children's independent learning and the development of their self-care skills. All legally required documentation is carefully maintained and always easily available to those entitled to see them. Children's welfare is promoted extremely well. Risk assessments are fully in place, used effectively and are implemented consistently.

The quality and standards of the early years provision

Children are welcomed into the setting and new children are introduced to others, to help them settle and make friends. The key person spends time with new children, reassuring them and helping them to settle quickly to new routines. This

means that young children do not feel overwhelmed and quickly gain in confidence. Children are able to make choices about how to spend their time and there is a good mixture of child initiated and adult led activities, which are accessible to all children and cover all areas of development.

A thorough risk assessment of the premises and resources is undertaken, to minimise identified hazards. Children learn about safety through explanations from staff and through good practices. For example, they learn safe ways of using equipment which pose possible dangers, such as the cooking utensils and scissors and they are very well supervised to be able to use equipment independently. This not only teaches them about safety but also enables them to complete their tasks independently, therefore, promoting their self-esteem and sense of achievement.

Staff get to know the children very well. They ask the children about their day at school and consider any issues that might affect their behaviour. Explanation and discussion are used to manage behaviour appropriately and staff encourage all the children to get on well together. Children have a strong sense of belonging and of their own identity within the group because staff value their contributions, for example they are involved in decisions regarding new equipment and the food menu for teatimes. They participate in a wide variety of activities that help to build their self-esteem and value their own uniqueness. Through staff's excellent example, they learn to value differences and to show each other kindness and consideration, including those who are from different cultural or racial backgrounds and those with learning difficulties and/or disabilities. Members of the children's committee are designated as 'helping hands' and enjoy being given responsibility for helping to clear away resources at the end of the sessions or helping to resolve minor disputes that may arise.

Comprehensive systems are in place to promote children's safety within the setting. Visitors are monitored and staff deploy themselves effectively to ensure that children are appropriately supervised. Risk assessments for each activity are carried out and the centre manager ensures that the premises and equipment are safe prior to children's arrival at each session.

Good standards of cleanliness and appropriate policies regarding illnesses help to minimise the risk of spread of infection. All staff hold current first aid certificates and systems are in place to ensure they can respond swiftly and effectively in the event of an accident or emergency. Through routines and discussion, children learn about and practise good personal hygiene. The setting continues to develop the promotion of healthy eating and the children's committee have chosen the daily menu. Water is freely available throughout the session.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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