

Thomas Jones Playcentre

Inspection report for early years provision

Unique reference number	159486
Inspection date	19/05/2009
Inspector	David Shepherd
Setting address	St. Marks Road, London, W11 1RQ
Telephone number	0207 727 1433
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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

Thomas Jones Play Centre opened in 1974 and operates from Thomas Jones Primary School in Kensington. The centre uses the school hall, Information and Communication Technologies (ICT) suite, two shared areas, the Key Stage 2 playground with fixed play equipment and a large secured outdoor play area. Disabled access is through the main entrance. There is also a disabled toilet. The centre is open three days a week (Tuesday - Thursday) from 15:20 - 17:50 term time only. A maximum of 40 children may attend the centre at any one time, all of which may be in the early years age group. There are currently 150 children aged four to eight years on roll of whom 18 are of Early Years Foundation Stage age. Four of the Early Years Foundation Stage children are funded by the local authority. The centre currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. The centre employs five staff who are appropriately qualified. Links with the school are excellent. The centre is registered on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Thomas Jones Playcentre is outstanding in meeting individual learning and development needs of all children and meets their welfare needs well. Relationships between staff and children are excellent and children respond readily to what they are asked to do. A wide variety of interesting activities is provided for the children that reflects all aspects of Early Years Foundation Stage provision. Links with parents are excellent. The senior worker and staff continually review their practice and have an excellent capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- ensure daily risk assessments are carried out more systematically to help prevent unnecessary accidents (safeguarding and welfare)

The leadership and management of the early years provision

With the help of the local authority, the senior worker and staff have developed useful policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. The needs of all children are met. Children are supervised by appropriately qualified staff, some of whom are very well qualified. The senior worker is the deputy headteacher of the school, another staff member holds a level 3 qualification and another a level 2 qualification. Two other staff, both teaching assistants at the school, are not

qualified in playwork. In addition, two further assistants provide support for two individual children who have additional educational needs. One member of staff is trained in first aid. All staff are Criminal Records Bureau (CRB) checked.

Staff meet each day at the end of sessions to discuss how well the children are responding to what is provided for them. They share their expertise with each other on these occasions and continually seek to improve provision further. These sessions are valuable and effective in establishing provision inside and outside that is outstanding. The overall quality of self-reflection indicates that the capacity to make improvements is outstanding.

Staff are deployed well. A 'key worker' system is in place for the youngest children. Key workers know their children very well and assess the progress the children in their group are making under the six areas of learning. Staff regularly discuss children's progress with the school because three of them are also members of the school staff.

Staff ensure that the children are safe. The premises are very secure. Daily risk assessments are carried out in general terms but not in enough detail for the potential risks children may face through damaged equipment, toys and furniture. Children are closely supervised at all times.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including those with additional educational needs, are met very well.

Links with parents are excellent. Parents have access to all policies and procedures in a comprehensive file. They also have access to staff planning in all six areas of learning. A timetable of activities that takes place each day is also available to parents. The admission form includes all the information required including parental permission for seeking medical treatment.

The quality and standards of the early years provision

Children are developing good social habits. They enjoy playing with toys, equipment and materials, behave well and respond eagerly when asked to carry out activities. They help to tidy up after playing with toys, walk around the classrooms sensibly and consider other children and adults when carrying out their activities. They play well together, for instance in the outside area, during cooking and when designing badges. All this helps to keep them safe and free from unnecessary accidents. It makes them good early learners and helps them for the next stage in their schooling.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children eat their healthy snacks sensibly. They have free access to drinking water at any time.

The learning environment is stimulating, interesting and varied. Children are engaged in a variety of activities such as cooking, art and craft activities, colouring, riding bikes and scooters, playing on a climbing frame and slide, playing football and tennis and developing ball skills. Staff change the range and number of activities prepared each day as a result of their daily meetings.

The balance and range of inside and outside activities are outstanding. Outside activities take place each session. Children play outside when they wish to do so. Staff take advantage of this and develop their skills and thinking during these activities. This is particularly impressive. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, when engaging in cooking or playing team games outside. Provision is varied and this keeps the children interested and involved in what is on offer. It is also tailored to meet individual needs as key workers assess the progress being made by the children for whom they are responsible in the six areas of learning.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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