

# Holly Lodge Family Centre

Inspection report for early years provision

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<b>Inspection date</b>	27/10/2009
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<b>Type of setting</b>	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**

The setting was registered in 2006. Holly Lodge Family Centre, is a multi-user centre, which has an out of school provision, a day care provision and is used by the community. It is registered on the Early Years Register and the compulsory part of the Childcare register, to care for no more than 14 children under eight years; of these, no more than four children may be in the early years age group, of which, none may be under four years. There are currently 10 children on roll of these one is in the early years age group. The club is based in The Holly Family Centre hall in Highgate, in North London.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy, settled and confident in the setting, because staff develop warm and caring relationships with the children. They have easy access to a well organised room where they are able to make choices from a broad range of activities which meet their learning needs. The manager and staff of the setting consistently work to improve the outcomes for children through further training, which enhances the staff's childcare practice. The setting has an a warm and caring inclusive approach with parents and partnership with others, which results in a service that is responsive to the needs of its users.

## **What steps need to be taken to improve provision further?**

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

- improve the environment for children by ensuring that the book corner is more inviting and accessible
- identify all aspects of the environment that need to be checked on a regular basis, with particular regards to the toilet area.

## **The effectiveness of leadership and management of the early years provision**

All staff have a thorough knowledge and understanding of child protection and safeguarding children. Thorough risk assessments are carried out on the building and the activities that are carried out in the setting. This ensures the children are kept safe whilst they attend the setting.

The setting has detailed policies and procedures in place which detail the steps staff take to safeguard children. Consequently, children are kept safe from harm and neglect.

Parents receive daily feedback with the staff about the children's day at the setting. Parents have access to all the settings policies and procedures. A parents notice board is available, which displays menus and planning for the children and

relevant information. This ensures that parents are kept up to date with what is happening daily at the setting.

The setting has a good amount of resources to promote equality and diversity, and are made available for every day use. As a result, this area of learning allows children to learn about the world around them. Resources are of good quality and are deployed well. However, the book corner is not inviting to children, as the carpet is old and worn and the books are not well placed on the book shelf. As a result, this area of learning is not inviting to children and books cannot be accessed easily.

All staff work together to evaluate the setting, and assess what they are doing well and what they feel they need to improve upon. Parents and children are also involved with this evaluation by answering questions asked by the staff. As a result, the setting is responsive to its users, and it ensures that everyone is involved in how the setting operates.

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

Staff assign each child in the early years age group their own key carer, when they start at the setting. They are responsible for the settling in of the children, ensuring that the parents are aware that they are the key person for their child's needs. Children are able to feel safe due to the vigilance of the staff. Staff explain to the children about the correct ways to move around the room and how to handle the resources correctly. Staff are also at hand to offer reassurance should the children require it. All activities help the children to develop skills for the future.

Children have their starting points assessed by the staff with the form filled out by parents before they start. As a result, children's progress is fully reached by the planning that is in place. Staff have detailed observations on the children, and ensure they relate to the six areas of learning and that they have the next step of progress for them. Planning is individual for each child, which recognises their uniqueness. The setting allow children's interests to inform the planning, and different abilities and stages of development for each individual child are taken into account.

Children are able to adapt a healthy lifestyle through the healthy and nutritious snacks that are provided by the staff. Children go on frequent visits to the large open parks in the surrounding area. They have access to a large outdoor area, with a wide range of climbing equipment, bikes and ball games, and have an indoor assault course for them to exercise whatever the weather. Staff also gently remind children to wash their hands before they have snack. Staff do have a rota to ensure the areas of the club, like the toilets and kitchen, remain clean. However, the staff do not consistently check the toilet area after children's use. Consequently, this means the risk from cross infection is not fully reduced.

Children enjoy well thought out activities which they enjoy tremendously. Staff

respond well to children's needs and take the time to explain to the children how to play with the activities. Younger children are supported well by the staff, as they paint pumpkins and children of all ages enjoy junk modelling, as they help each other make a doll's house, and use a variety of materials and textures to create their model, with aid of members of staff and their peers. Staff are calm and talk to the children at a level they can understand. As a result, children are well behaved and are polite.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of partnerships	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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