

Oxford Gardens Playcentre

Inspection report for early years provision

Unique reference number 159481
Inspection date 14/06/2011
Inspector Vicky Turner

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Type of setting 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

Oxford Gardens Centre was registered as an Out of School Care provision in July 2001. The provider of this setting is Kensington and Chelsea Local Authority. This setting operates from an annex with 2 rooms in the grounds at Oxford Gardens School in North Kensington and it provides a service for children from the local community. The setting has access to various indoor areas and outside playgrounds. The after school club is open Monday to Friday during term time from 3.30am- 6pm. There are currently 150 children on roll who attend various sessions. Of these, 13 are of the Early Years age range. The breakfast club is open Monday to Friday from 8am to 9am term time only. The holiday play scheme operates during the school holidays from 9am to 5.30pm with an extended service available from 8am-6pm. These settings provide care for children with special educational needs and those who speak English as an additional language. There are seven members of staff, of whom, four hold National Vocational Qualifications in childcare and play work level 2 and three hold a level 3 qualifications in childcare and playwork (NVQ). One member of staff is working towards a level three qualification. All members of staff hold current first-aid certificates. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 52 children from 4 years to under 8 years at any one time in the breakfast and after school clubs. During the holiday play scheme, no more than 88 children from 4 years to under 8 years may attend at any one time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the provision is good, providing inclusive opportunities where children play and learn in a safe, caring and happy environment. The provision meets the needs of children in the Early Years Foundation Stage well. Good partnerships with parents and external agencies result in good outcomes for the children. The setting regularly evaluates its provision and has fully addressed all recommendations from the last inspection. The capacity for continuous improvement is good. Leaders are focused on developing aspects of assessment and opportunities for children to have a wider knowledge and understanding of the world in which they live.

What steps need to be taken to improve provision further?

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

- Ensure discussions with staff at the school include information about children's learning and development to enable the setting to successfully compliment the school's provision.

- Provide more opportunities for exploration and investigation to extend children's knowledge and understanding of the world

The effectiveness of leadership and management of the early years provision

A wide range of good quality policies and procedures are in place to safeguard the children. Staff are very clear about the procedures to be followed should they have concerns about a child. They conduct daily site checks and thorough risk assessments for trips and all other activities to minimize risks. Staff are safely recruited to ensure that they are suitable to work with the children. All staff hold recent first-aid qualifications and accident and medication records are well maintained.

The senior play worker leads an effective team of qualified staff who share the vision of a high quality play provision. Daily staff meetings and de-briefing sessions enable staff to reflect on their practice and evaluate the provision well. Parent and carers' questionnaires and children surveys enable parents, carers and children to contribute to the self-evaluation process which has had a positive effect on the children's welfare, learning and development. They now have the use of the school's library and the foundation stage playground and equipment which enhances provision for the younger children. The setting is well resourced with suitable resources which are accessible to all age groups. They have access the schools equipment such as the sand and water trays, scooters and tricycles. Staff are well deployed to ensure children are well supervised at all times.

All recommendations from the last inspection have been completed well. For example, children now relax in the 'chill out zone' and have access to a wide range of resources that reflect diversity. Activity plans are in place and children's medical and dietary needs are accessible to all staff.

The staff promote equality and diversity well and ensure that all children are included. Carefully organised and modified equipment means that all children can access all the activities. A wide range of multicultural and disability resources help children develop an understanding of differences. They celebrate different cultures well. The central inclusion manager supports and advises the staff regarding provision for children with special educational needs and or disabilities and those with English as an additional language.

The setting maintains good partnerships with the school. Daily liaison with the class teachers provides good continuity of care for the children. However, discussions do not include children's progress in their learning. Leaders are keen to extend links with the school to rectify this, which reflects their drive and ambition to improve. Good partnerships with local businesses, sports centers, adventure playgrounds, social services and the children's disability team contribute to good outcomes for the children.

The settings engagement with parents is good. Parents and carers are well

informed through daily informal conversations, flyers, newsletters and the parents' notice board. Parents and carers are happy with the provision and comment that it is 'the best play centre in the area', there is a 'warm happy atmosphere' and 'staff are firm but fair'. Parents' questionnaires and comments book enable them to communicate their views and suggest areas for improvement. Parents and carers help with many activities.

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

The impact of the provision on children's welfare, learning and development is good, it ensures that children are treated equally well. Children love the play centre because 'Its fun', 'We get to do lots of things', and 'We can play with our friends'. The play workers provide a range of interesting structured and free play opportunities and facilitate children's play by encouraging them to participate.

Information from parents during the induction is used as a starting point for the key person who observes and assesses the children. Children's 'Learning Profiles' include observations, photographic evidence and guidance on children's next steps for their further development. Children make good progress in most areas particularly in their language and communication skills, physical development and personal social and emotional development. Parents comment that children develop good self-esteem and confidence during their time at the club.

Children feel safe because 'the adults look after us'. They understand that rules keep them safe and learn about stranger danger, road safety and sun safety. They are signed in and out of the setting and understand the procedures for safe emergency evacuation of the premises. Visits from the community police officer and fire officers develop children's road and fire safety awareness. They play safely and use equipment safely.

Children enjoy a healthy tea of baked beans on toast, spaghetti and a selection of fruit pieces. They have a good understanding of the benefits of exercise, fruit and water to stay healthy. Children participate in a good range of physical activities on and off site which contribute to a healthy lifestyle. For example, they play football, table tennis, skip, climb and crawl. Another group enjoy playing stuck in the mud; duck duck goose and musical statues in the hall. They also go swimming. They have developed good hand washing routines.

The children's committee gives children a voice in contributing to the quality of their play environment. The committee meets with a play worker at least once a term to review existing procedures. They are given a budget and conduct children's surveys to decide on the equipment and resources the children would like to buy. They are currently drawing up new menus for the setting. Children help set up and tidy up. They share a warm, caring relationship with their adults and follow instructions well. Positive behaviour is encouraged and children are keen to earn points for their team.

Children are well prepared with skills for the future. There are good opportunities for developing children's language literacy and communication skills through role play, drama, and dialogue with their adults, although there is room for more dialogue about their learning to accelerate their progress still further. They experiment with mark-making tools and materials. Children enjoy sharing books in the library. Number games, board games, construction and counting activities help develop their problem-solving, reasoning and numeracy skills. Children have access to computers and a range of information and communication technology equipment. Computer programs support learning in different areas of learning. Children develop a knowledge and understanding of the world through observing seasonal changes, visiting open spaces and planting mustard seeds. However, opportunities for investigation and exploration are limited at this stage.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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