

St Cuthbert With St Mathias School Playcentre

Inspection report for early years provision

Unique reference number	EY244460
Inspection date	01/07/2011
Inspector	Vicky Turner
Setting address	St. Cuthbert With St. Mattias School, Warwick Road, London, SW5 9UE
Telephone number	07875 878 708
Email	
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

St Cuthbert with St Matthias is a Local Authority holiday play scheme, and play centre. The play centre registered in March 2003. It operates from a new purpose-built building within the grounds of St Cuthbert and St Matthias School. It serves children from St Cuthbert with St Matthias and Bousfield Primary Schools. Children have access to the hall and two playgrounds. They can also access other areas of the school as appropriate. The play centre is opened Monday to Friday from 3.15pm to 6pm and during holiday periods from 9am to 5pm. There are currently 151 children on roll. Of these, 12 are of the early years age group. The play centre supports children with special educational needs and/or disabilities. There are currently six members of staff who work with the children, all of which hold a qualification in early years or play. The senior play worker holds a degree in play work and therapeutic play work. Two members of staff hold a level 3 in play work and one has a level 3 in childcare. One holds a level 2 qualification in play work and the other is a teacher. The play centre is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a safe, caring and enabling environment which supports inclusion well. The play centre works well with both schools, parents, carers and external agencies to ensure that children receive good support and therefore make good progress. The self-evaluation process at all levels enables the setting to highlight its strengths and identify areas for further improvement in order to improve outcomes for the children. The recommendation from the previous inspection has been fully addressed. The play centre's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment clearly states who carried it out. (Documentation). 20/07/2011

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

- develop better links with professionals within the community to ensure the needs of children are further promoted.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection issues and how to safeguard children in their care. They understand the procedures to be followed should they have a concern about a child. Comprehensive policies and procedures are in place to ensure children are safe. Staff are thoroughly vetted to ensure their suitability to work with children. Thorough risk assessments are conducted for trips and activities but daily checks on equipment and the environment do not indicate the person responsible for conducting those checks. Paper towels and antibacterial soaps are provided for the children to minimise the risk of infection. The premises are well secured and visitors' identity is thoroughly checked.

The self-evaluation process is used effectively to drive improvement. Daily debriefing sessions and one-to-one staff monitoring help staff reflect on their practice and identify training needs. Parents, carers and children also contribute to the self-evaluation process which has enabled the play centre to identify further areas for development and improve outcomes for the children. The recommendation from the previous inspection has been fully addressed and a visitors' book is now available for visitors to sign in on arrival and out when they leave.

The play centre is well resourced with attractive resources suitable and accessible to all ages. Management continues to develop resources to support learning and development in the early years foundation stage. The new purpose built building is spacious, bright and airy with a first aid room. Staff are well deployed to ensure that children are well supervised at all times.

Staff promote inclusion well and ensure that the needs of all children are supported. The provision for children with special educational needs and or disabilities is very good. They receive targeted adult support where necessary and specialist equipment and resources as advised by the Children's Disabilities Team. Children develop a good understanding of a diverse society by celebrating festivals and cultural days such as Diwali and Ghana Independence.

The play centre has a very good relationship with the host school and share good relationships with the Early Years Foundation Stage teachers at both schools. However, links are not fully developed within the community. They have access to both the adventure playground and the larger playground and the use of the hall. They have effectively supported the school in developing the playground.

Good relationships are maintained with parents and carers who are happy with the provision and comment that it is a 'caring, happy environment', 'the staff are friendly, supportive and experienced', and 'the children are very happy'. Parents are kept well informed about the play centre's activities and their children's progress through daily conversations and the parents' information sheet. They are encouraged to come in and join in their children's play.

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

Children happily engage in a range of stimulating activities such as sand play, construction toys, small world dinosaurs and chess. They enjoy attending the play centre because 'there are fun things to play with'. Children's profiles are established when they start at the play centre and include observations, photographic evidence, work samples and next steps in the child's development. The key person liaises regularly with the Reception teachers in both schools to discuss the children's learning and development and continuity of care. The schools' planning is used to provide suitable activities to successfully complement the children's school experiences. Children generally make good progress towards the early learning goals, particularly in their communication skills, physical development and personal social and emotional development.

Children are regularly reminded of how to keep safe in their surroundings and consequently feel safe. For example, they pick things off the floor and push their chairs in. They learn about road, fire and sun safety, stranger danger and how to use equipment safely. They make fire safety posters and participate in safety quizzes. Regular fire drills help children understand the procedures for safe emergency evacuation of the building.

The play centre promotes healthy lifestyles in line with the schools' policies. Children enjoy their afternoon tea which includes pieces of different kinds of fresh fruit and a drink of milk or water. They are reminded of the importance of good hygiene as they wash their hands before tea. There are good opportunities for active physical play as they run, climb, play football and skip. They enjoy team games in the hall and visit parks and open spaces.

Staff follow the schools' behaviour policies consistently. As a result, children understand that there are boundaries and that there are consequences for their behaviour. They share a happy relationship with the adults and follow instructions well. Children are encouraged to make a positive contribution on a daily basis and are praised and rewarded for being kind, helpful and for positive attitudes and behaviour. They are awarded certificates each term for their positive contributions. The children's committee make decisions about what they would like for tea and where they would like to go for off-site trips.

Children are well prepared with skills for the future as they engage in role play activities, share their news, enjoy the story of 'George and the Dragon' and make chalk drawings on the playground. Cooking activities, number games, puzzles and card games contribute well to children's problem solving and numeracy development. Children have access to the computer suite as well as a range of other information and communication technology equipment. Children are supported with homework should they require it. They plant carrots and cress which they have for tea. There are good opportunities for children to explore natural materials and for engaging in a range of creative activities like clay modelling and collage.

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	1
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