

# Acton Park Childrens Centre

Inspection report for early years provision

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| <b>Unique reference number</b> | EY229733                       |
| <b>Inspection date</b>         | 18/05/2012                     |
| <b>Inspector</b>               | Christine Clint                |
| <b>Setting address</b>         | East Acton Lane, Acton, W3 7ER |
| <b>Telephone number</b>        | 020 8743 6133                  |
| <b>Email</b>                   |                                |
| <b>Type of setting</b>         | Childcare - Non-Domestic       |

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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

Acton Park Children's Centre is one of 14 settings run by Ealing Play Services. It opened in 2006, and operates from a purpose built building within Acton Park, in the London borough of Ealing. The after school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 29 children aged from four years to under eight years may attend at any one time. The after school club is open each weekday during term time from 3pm to 5.45pm. Children attending East Acton Primary and Derwentwater schools only may attend and they are collected daily. The open access scheme is open from 11am to 4.30pm for seven days a week. All children share access to a secure enclosed outdoor play area and use the wider park and all its facilities. The after school club currently has six children aged from four years to under eight years on roll. The club employs four staff including the manager, all of whom hold appropriate early years and playwork qualifications. The after school club supports children who are learning English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The after school club has made excellent progress by evaluating all areas of the provision and focusing purposefully on children's opinions. This has successfully driven many improvements. There are high levels of organisation and a competent focus on meeting the regulations. The manager and staff demonstrate a good capacity to maintain continuous improvement. Children's safety and well-being is clearly prioritised at all times and they make good progress in their learning and development overall. There are well-developed relationships with parents and other carers.

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

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

- extend the systems for monitoring children's development and include all children in the early years age range.

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

The after school club has efficiently organised systems in place for safeguarding children. This includes a thorough policy and procedure for referring any concerns and for managing any allegations against staff. There are detailed systems for referring any concerns about children and staff know the processes to be followed.

Very regular reviews of the policies and procedures ensure that the club is meeting the regulations. Central staff checking processes is fully included and the manager holds all records of individual staff suitability. The open-access scheme allows any parents and children to use the premises daily and the manager and staff monitor this well. There are detailed records of risk assessment, which cover all areas of the provision, including the daily collection from local schools on foot. Children wear fluorescent jackets whilst walking and during all outdoor play, enabling staff to recognise them easily and maintain their safety. The fire drill record shows that regular evacuation has recently increased to protect children and promote their awareness. A clearly recorded register is in place, children are encouraged to sign in themselves and parents are responsible for signing when collecting children. The club follows all regulatory requirements for recording accidents and understands the processes for administering medication.

The club has included creative and wide ranging improvements, these have followed the comprehensive evaluation. There is a high level of qualified staff who meet weekly to plan for children's activities. They have recently attended training in planning and have introduced new ways to consult children about activities or events. For example, weekly discussion time or children can use the graffiti board. This has focused on a more child-led activity approach, observing children's play and extending this by providing further resources or props. Children are also encouraged to give feedback after activities; they recently enjoyed a science taster event, which they rated highly and asked to repeat. Parent requests for more planning, for fresh ideas for activities and regular cleaning, have already been actioned.

Children are able to access resources readily and they can choose and make decisions about activities throughout the session. The club is well resourced and there are ample opportunities for outdoor play. Staff have started to monitor some children's development across the areas of learning, although this is not fully in place for all children attending. The club is thoroughly welcoming and inclusive. The staff reflect the diversity which is apparent in the local community and they show a dedication to supporting children who are learning English. Staff respect and use effective methods to encourage children to understand differences of culture and religion.

Parents show they value the club and they are happy with the level of care and the freedom of choice for children. They have established good relationships with staff and they mingle and talk which positively benefits children. Parents complete all required documentation and permission. They have termly newsletters and complete the 'All about me' booklets to support children's developmental progress. The club has developed close links with the local schools and they share the planned collection routines. The ongoing links with the children's centre and the open access system ensure that parents and families have a wide range of information.

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

Children are confident and show interest in each other, they are developing friendships across different age groups and between the two schools who attend the club. They have well-established relationships with staff and eagerly take part in the daily routines. Staff clap rapidly to gain children's attention and they take the register, encouraging children to sign themselves. Children know where to hang their coats and bags and they manage their own personal needs fully. They understand the routines for having the bikes and scooters and they know they can find the key themselves.

Children learn about safety through following these daily routines. They take part in carrying out the risk assessment with staff and they wear their high-visibility jackets to do this in the outdoor play area. Children check for hazards and complete the check sheet; this encourages them to think about safety. They wait until all the staff and children arrive to maintain the adult ratios before using the wider play park area. Children remember taking part in the last fire drill and they know they did not have time to put their shoes on. They clearly describe the sound of the alarm and they know they have to line up quickly.

Children have ample healthy exercise after school, they play outside in all weathers, using the play apparatus or playing football in the park. Children also enjoy play wrestling on the mat and staff supervise to ensure safety. Children can drink freely throughout the session, they have a variety of fresh foods at snack time and can choose whether to eat or not. There are often discussions about hygiene and cleanliness, the importance of wearing aprons and tying hair back when cooking. Children also learn about regularly cleaning teeth and the effect of certain foods on their teeth. There are opportunities for quiet play and for children to relax if they are tired, this effectively promotes their well-being after a busy school day.

Children are learning about each other by following sociable mealtime routines. They celebrate birthdays by singing and sharing the cake. They help with clearing up and putting items away. They have opportunities to chat and share information at circle time. Children have individual support from key worker staff and they are learning to respond to the younger children, especially those who attend the drop-in sessions with their parents. Children create pictures using crayons and cutting shapes. They practise writing words and start to make-up a story. They learn to read the signs on the cupboard, which state the contents. They wear dressing up clothes and pretend to be a princess using the wooden play loft as a castle. Children's spontaneous play often involves instructing the staff, especially when playing musical chairs at the end of the session. This clearly shows their developing skills for the future. Children are confident and show interest in each other, they are developing friendships across different age groups and between the two schools who attend the club. They have well-established relationships with staff and eagerly take part in the daily routines. Staff clap rapidly to gain children's attention and they take the register, encouraging children to sign themselves. Children know where to hang their coats and bags and they manage their own

personal needs fully. They understand the routines for having the bikes and scooters and they know they can find the key themselves.

## 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

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|--|---|
| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| 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 | 1 |
| 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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|--|---|
| 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

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| <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            | 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