

UCLH and Royal Free Playscheme

Inspection report for early years provision

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Inspector

Martha Darkwah

Setting address

Haverstock School, 24 Haverstock Hill, LONDON, NW3 2BQ

Telephone number

07711113443

Email

Type of setting

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

University College London Hospital/Royal Free Hospital holiday play scheme relocated in 2007 to new premises at Haverstock School, in the London Borough of Camden. The University College London Hospitals NHS Foundation Trust owns it. The scheme is for the children of staff working at the hospitals, however, local community places are on offer, if available.

The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children from four years to under eight years may attend at any one time.

The scheme operates between 8am to 5.45pm during school holidays with the exception of the Christmas holiday when it is closed. There are currently 23 children under eight years attending.

The play scheme employs six members of staff all of whom hold appropriate early years qualifications. Additional bank staff are available in order to meet ratios.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming, atmosphere of the holiday club. Their learning and development needs are encouraged very well through a good variety of activities and social interaction. Good relationships are built with parents and result in information being shared well. This results in aspects of individual needs, the learning styles and routines children experience being supported and continued in the setting. The staff recognise the importance of maintaining continuous improvement for the benefit of the children. Overall, self-evaluation is used effectively and the club demonstrates a good ability to maintain ongoing improvement.

What steps need to be taken to improve provision further?

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

- further develop observation and assessment skills to clearly identify each child's starting point to effectively monitor their progress in all areas of learning
- improve the use of self-evaluation by further involving parents to help identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Recruitment procedures are in place and implemented effectively to ensure staff are suitably experienced, vetted and qualification ratios are met. The required records, documentation, policies and procedures are maintained and well organised. The staff team understand their responsibilities regarding child protection issues and the procedures to follow if concerns arise or an allegation relating to a member of staff is made.

Children's safety is important to staff. Risk assessments are conducted on the premises, and all obvious hazards are minimised. The staff use risk assessments effectively to monitor safety issues and ensure they supervise children closely, particularly when in the playground and on outings. Most staff have completed paediatric first aid training and appropriate records are kept of any accidents.

The staff team enjoy their work with children. They reflect this in the sense of fun they generate and the happy and calm environment, created for children. A suitable range of play equipment is provided and stored appropriately. The varied range of activities provided, reflects individual children's interests and encourages all children's enjoyment and participation. The staff team interacts very well with children, providing positive role models and encouraging enthusiasm, respect and promoting children's self-confidence. They know the children well, and ensure that individual interests and choices are reflected in the planning and activities provided.

Resources are plentiful and in good condition. A good selection is made available to children each day and there is provision for children to rest and relax and in comfort. Diversity and the wider world are reflected in the range of resources children see and use daily. Equality and diversity practices are good.

Self-evaluation is used effectively to identify and target most areas for future development, demonstrating a good commitment to ongoing improvement. There is a clear vision for future development and ongoing improvement, for example, to improve the range of equipment, reorganize the space, and set training days before the start of each scheme. Use is made of resources such as training and advice from the local authority. Children are involved in this process. Staff consults with them verbally and obtains feedback from activities. Although questionnaires are applied annually; staff seek verbal feedback from parents on a daily basis. However, parents are not yet fully involved in the self-evaluation process.

Partnerships with parents are relaxed and friendly. Staff shares regular information verbally with parents so that they can meet children's needs. Parents speak positively of the care their children receive. Parents have access to information about activities undertaken by the children, for example, through wall displays, photographs and examples of children's work. Staff work closely with parents and carers and they act on advice and guidance from professionals and outside agencies

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

Children engage in a varied range of activities that staff plans to help them make choices and relax during school holidays. Staff meet children's learning and development needs and support them well. The activity plans reflects children's individual interests and choices. They regularly take part in evaluations of activities which gives staff members a broad overview of their interests and help them to plan activities accordingly. They gradually gain confidence in socialising and joining in with other activities and thereby develop other interests.

Children engage in a range of fun and stimulating activities. For example, they make their own magnets, design a miniature garden, create bracelets and mosaic pictures. They go to local places of interest such as the park and cinema. Children enjoy board games and handicrafts offered at the holiday club. Staff support younger children in their learning as they sit with them and offer guidance. However, they are not yet using observation and assessment to monitor effectively the children's progress in all areas of learning.

Some children sit comfortably on the floor mats playing with trains, sorting and constructing the tracks. They carefully plan where they position bridges and stations, while other children take part in exploratory activities using magnets, crayons and pencils to develop their own creation. All children show interest in a creative activity and spend time drawing and writing, which helps to develop their early writing skills. Children's artwork is varied and colourful and made according to their own ideas. Children chat, giggle and laugh as they play, making jokes, sharing experiences with one another and staff. Their confidence and competence in problem solving, reasoning and numeracy is developing well. They successfully engage in games that involve reasoning and strategies. They love experimenting and investigating such as making their own magnets and bracelets.

Children develop a sense of belonging in the club, and are considerate towards each other. Their behaviour is good as they understand the 'rules' and what is expected of them because they help to set the rules. This creates a happy and harmonious environment in which all the children are valued and respected.

Children enjoy their lunch, they rush to wash their hands and sit together at the table. They follow routines that encourage a good awareness of their own health, such as, hand washing before they have their snack of fruits and fruit juices. Lunchtime is a relaxed social time and focus for conversation about the day's activities and the activities they look forward to in the afternoon. Children enjoy regular physical play sessions in the playground. Staff takes equipment such as balls and small bats and hoops to the playground for children to use. Children show a good awareness of promoting their own safety by playing safely in the playground. They know the boundaries and stay near the staff. They enjoy throwing, kicking and catching balls. Children have easy access to water indoors and outdoors via a water fountain.

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