

Holy Trinity Playcentre

Holy Trinity C of E Primary School, Sedding Street, London, SW1X 9DE

Inspection date

Previous inspection date

21/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children behave well because staff use effective strategies to manage behaviour successfully.
- Children feel secure, happy and settled because they have warm bonds with staff.
- Staff provide a wide range of interesting activities for the children that reflect their interests.
- Children develop healthy habits because they are offered nutritious snacks and have daily fresh air and physical exercise.

It is not yet outstanding because

- Staff do not maximise opportunities to enable children to combine resources, to use them in more imaginative and creative ways.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between staff and children.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.
- The inspector observed the indoor and outdoor environments.

Inspector

Jennifer Beckles

Full Report

Information about the setting

The Holy Trinity After School Club and Holiday play scheme is run by Kensington and Chelsea department of community learning and play service. It was registered with Ofsted in 2001 and operates from two sites, both located in small primary schools in Sloane Square. The main site used four out of five nights is the Cadogan Gardens school. Children are escorted from Cadogan Gardens once or twice a week to the Sedding Street site. The Sedding Street site is located in one main hall and classrooms as needed. The after school club is open each weekday from 3.30 to 6pm term time only. The holiday play scheme is open from 8am to 6pm. All children share access to two secure enclosed outdoor play areas. The after school club and holiday play scheme is managed by the local authority education department. There are currently 105 children aged from five years to under eight years on roll. Children come from two local church schools in Sloane Square. Children from the age of eight years to 11 years of age also attend the club. The play scheme currently supports a number of children with learning difficulties and/or disabilities. The play scheme employs seven staff. All of the staff, including the manager hold appropriate early years qualifications. Three staff hold qualifications at level 3 and the rest hold qualifications at level two. The play scheme receives support from the Local Authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's learning by providing more flexible resources that enable children to join together different materials in different ways.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a wide range of activities to meet the needs of children in this welcoming out-of-school club. Adult-led activities are balanced well by allowing children to make their own choices of resources to use. Staff make good use of the shared school facilities to offer children broad experiences, such as the computer suite to use software and hall for dance classes. Staff use their knowledge of the children to ensure that children's interests are reflected in activities offered. As a result, children make good progress.

Children arrive happily and engage quickly in tasks. They draw recognisable pictures and practise their early writing skills on whiteboards with marker pens. Children learn about the world around them as they recreate railway layouts using small world resources. They

explore space and shape as they build with construction sets. However, staff do not provide many opportunities for children to join different materials together and use in different ways, for example, to explore the effect of water on cornflour. Staff teach children to take turns and work cooperatively as they play organised group games in the playground. Children practise a range of physical skills using large and small apparatus, such as climbing, balancing and moving in different ways. Staff take children to a local adventure playground to provide further challenge to children's physical development.

Children enjoy weekly cooking sessions and learn about food technology. They take part in art and craft projects and use a wide range of tools and materials for creative expression. Staff promote children's technology skills by using a range of educational programmes in an computer suite.

Staff support children with special educational needs and/or disabilities well. They are well-informed of each child's needs and use this information to ensure that activities are suitable, accessible and enjoyable to children. Staff take note of any individual education plans for children and use these to support children's development. Some children have one to one workers who support children effectively and offer close supervision.

Staff meet up at the beginning of each session to share information about children so that children's individual needs are met. Parents are kept well-informed of children's well-being and progress because staff greet parents on arrival and share information. Parents talk to staff about their observations and interests of their child which staff use to inform planning. This enables parents to contribute to their child's learning.

The contribution of the early years provision to the well-being of children

Children settle quickly because most of the children come from the linked school. Some staff work at the school so have established relationships with children and this helps children to settle quickly. Where children do not come from the linked school, staff talk to teachers at the child's school and complete a portfolio of information about the child so that this is shared among staff. This helps staff to meet children's individual needs and supports their well-being. Staff take time to explain the programme for each session so that children are aware of what is happening and this helps them to feel secure.

Staff are good role models to the children of how to use the environment safely. They demonstrate to children how to use scissors safely and remind children of rules for safety, such as walking indoors. Children behave in safe way by queuing sensibly and walking as they move to different areas around the school building. Resources are accessible to the children and they freely select activities of their choice. They use the bathroom independently and wash their hands at appropriate times.

Staff provide a good selection of healthy snacks for children and cater for special dietary needs. Children select snacks of their choice, including fresh fruit and pour their own drinks. Children benefit from daily fresh air and physical exercise.

Children behave very well. This is because staff have clear expectations for behaviour and agree ground rules with the children. Staff use effective methods for managing behaviour, such as hand signals and countdowns to gain children's attention so that they listen and follow instruction well. They adapt behaviour management to meet the individual needs of children. Staff talk gently to children and offer clear explanations for why certain behaviour is not acceptable and offer children suitable alternatives. Staff have close links with teachers in the linked school and exchange information on the needs of children each day when they collect children from their classrooms to escort them to the out-of-school club. This helps to ensure that children's needs are met well and supports their well-being. Staff teach children about difference by celebrating and discussing significant cultural events with the children.

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

Staff protect children well. They have good understanding of policies and procedures to follow should they be concerned about a child. This is because they receive a thorough induction to their job roles, which includes equal opportunities policies, policies regarding children with special educational needs and/or disabilities and policies that cover child protection. The manager also delivers ongoing training and staff attend meetings where they are able to discuss any practice issues. This promotes their ongoing suitability. Staff are vetted comprehensively and this helps to keep children safe. Children are protected from harm because staff carry out daily risk assessments that cover all areas and resources used by children. Risk assessments cover outings so that children's safety is promoted when they go on trips.

The manager works in the group room with staff and observes practice. This helps to keep him informed of any practice issues. The manager supervises and supports staff if there are any issues of underperformance. Staff have yearly appraisals and their training needs are readily identified. For example, staff attended a course on how to promote the inclusion of children with special educational needs in the provision. This has led to greater awareness among staff of ways to support children with special educational needs.

Staff work effectively with other providers of the Statutory Framework for the Early Years Foundation Stage to share information about children. For example, they talk to teachers daily about children's progress and learning and use this information to secure continuity in children's learning. Staff have good partnerships with parents who enjoy opportunities to be involved in their child's learning. Staff keep parents up-to-date on their child's progress. Staff seek parents' views on the provision and act on any suggestions, where appropriate.

Management have identified clear areas for development of the provision. For instance, they plan to create dens in the outdoor area to encourage more conversation between children and to further develop their language skills. The club have secure process in place to deal with previous recommendations. The setting shows that it has good capacity to

improve the provision and outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	159474
Local authority	Kensington & Chelsea
Inspection number	921344
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 13
Total number of places	40
Number of children on roll	105
Name of provider	Royal Borough of Kensington and Chelsea
Date of previous inspection	not applicable
Telephone number	0207 730 6590

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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