



## **C A S P at Jack Hobbs Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY277380
<b>Inspection date</b>	14 September 2006
<b>Inspector</b>	Josephine Geoghegan
<b>Setting Address</b>	Jack Hobbs Community Centre, Maddock Way, Brandon Estate, London, SE17 3NH
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Camberwell After School Project
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

CASP at Jack Hobbs Centre has been registered to provide Out of School Care since 2004. It is one of three settings run by the Camberwell After School Project who are a voluntary-run registered charity. CASP at Jack Hobbs Centre operates from a community centre on the Brandon Estate in Camberwell. They have sole use of the first floor of the building, with access for wheel chair users via a lift. Children have access to secure enclosed outside play areas. A maximum of 32 children may attend at any one time.

CASP at Jack Hobbs Centre provide a Morning escort service and After school service that operate from Monday to Friday, 07.45 to 09.00 and 15.00 to 18.00. Children walk with staff between the setting and their local schools. The Saturday school operates from 10.30 to 13.00 for 40 weeks per year and the Holiday Playscheme operates 08.00 to 18.30 during various school holidays. There are currently 26 children on roll, of these 11 children are aged under eight years. Children attend for a variety of sessions. No children presently attend who have identified special educational needs or use English as an additional language.

The setting presently employs four staff, including the manager, who work directly with the children and a peripatetic qualified teacher who attends one after school session per week to run a homework club. The manager and one other staff member hold appropriate qualifications and other staff have experience of working with children. Staff have access to training courses and support services run by Southwark Early Years.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well within the setting. Routines are well established to promote good hygiene practice and help stop the spread of infection. For example, at tea time children immediately wash their hands, use paper towels and line up near the kitchen hatch without being reminded by staff. Children are able to develop their personal independence and self care skills as they use the bathroom independently, make choices of food they would like and pour drinks at meal times. Good systems are in place to ensure food hygiene practice is appropriate, such as staff using hair nets while preparing meals. Children's individual dietary needs are known and they enjoy a balanced diet of nutritious meals which are freshly prepared on the premises. They are offered fresh fruit daily and regular drinks, promoting healthy eating habits.

Effective systems are in place to ensure any accidents or administration of medication are dealt with appropriately, for example, staff hold first aid qualifications, appropriate documentation is available and individual staff first aid bags are used within the setting and while on outings.

Children are provided with a wide range of activities aimed at developing their physical skills. They regularly use the outside play area for sports and participate in indoor games, such as using the parachute and team bench games. Children are also taken on a regular weekly outing to the adventure play ground where they can use large climbing equipment. Children walk with staff from their local schools to the setting, benefiting from additional fresh air and exercise.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are able to play in a clean, well maintained environment and benefit from lots of natural light provided by large windows. The setting is well organised with lots of clear play space and wall displays of photos and posters creating a welcoming environment for children to play.

Children have access to a good variety of age appropriate toys and books which are well stored and easily accessible. This enables children to select resources and develop their independence. Children also have access to a computer suite and enclosed outdoor play areas. Children's safety is promoted well as all child sized furniture and equipment is kept clean and in good condition. Systems are in place to ensure safety is promoted and risks are minimised within the setting and while on outings. For example, regular fire drills and the implementation of a range of policies and procedures relating to safety and risk assessments. A system is in place for staff

to complete daily risk assessments, however these checks are not presently recorded. Children are supervised well by staff at all times and an intercom entrance system promotes security within the setting.

Systems are in place to ensure children are safeguarded and any concerns dealt with appropriately. For example, all staff attend child protection training and a child protection policy is in place. However, this does not include a procedure to be followed in the event of an allegation being made against a member of staff or volunteer.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children have good opportunities to engage in a range of activities that promote all areas of learning. Weekly activities are planned to focus on one area of play each day, such as games and sports, creative play, homework club and outings to the local adventure playground. The daily routine enables children to engage in free-play, make choices and select resources or join in the focus activity of the day. Children also participate in a short group time before tea led by staff; they discuss the activities and enjoy a group guessing game.

Children are happy and settled and make good use of the resources available. They use books purposefully and develop their writing skills as they write their names on their drawings. Children develop their free creative expression as they use a range of art and drawing materials effectively. For example, they have opportunities to paint and they draw representational pictures of animals, cut them out and use imaginatively to act out a story, developing their language and creative skills. Younger children enjoy playing imaginatively with action figures. Children develop their social skills as they play board games cooperatively. They are skilfully supported by staff who remind children of how the games are played, maintaining their attention, while not taking charge of the games. Children develop their maths skills as they throw the dice, use counters, count accurately and use money with the board games.

### **Helping children make a positive contribution**

The provision is good.

Children have good relationships with each other and staff. They show a keen sense of belonging as they greet each other on arrival at the setting and say goodbye as they leave with their parents, creating a warm and welcoming environment. Staff work with parents to ensure records are kept that detail children's individual needs. Children use books that promote positive images of people in the community and they have devised their own 'rules' that include 'respecting one-another' and 'no bullying', developing their understanding of equality. Although no children attend at present who have identified special needs, systems are in place to ensure care is appropriate. For example, the setting promotes an inclusive approach for all children, is accessible to wheelchair users and staff have attended courses relating to special educational needs.

Children respond well to the daily routine. They are supported well by staff who encourage them to take responsibility for toys and equipment. Children are well behaved; they are sociable and able to share and take turns. Parents are kept well informed about activities and their

child's progress, for example, through photos displayed of outings and events and by staff taking time to inform parents about their child's day. Parents are also offered a range of written information, detailing the service provided. They are asked to sign in agreement to the policies and procedures implemented by the setting.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's welfare is promoted through use of all required documentation, such as registers of attendance and records of any accidents and medication. However, the record of children's times of departure are not well maintained on the signing in and out sheets. Children's safety is promoted through appropriate recruitment of staff, good security systems and implementation of a range of policies and procedures. However, documents relating to safeguarding children and risk assessments need updating.

Children are able to play in a well organised environment where they can reach toys and resources easily, developing their independence. Activities and outings are well planned to ensure good use is made of the time children attend. Children benefit from well established routines; they are offered a good level of supervision and support by staff, creating a calm and productive atmosphere.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.
- improve the use of documentation relating to risk assessments and the daily record of attendance.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)