



Hargrave Park Extended Community School

Inspection report for early years provision

Unique Reference Number	EY334154
Inspection date	22 January 2007
Inspector	Asia Islam
Setting Address	Hargrave Park Primary School, Hargrave Park, LONDON, N19 5JN
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Registered person	The Governing Body Of Hargrave Park School
Type of inspection	Childcare
Type of care	Full day care, 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Hargrave Park Extended Community School is managed by the Governing body. The community school was registered in 2006 and offers pre-school and out of school provision to children of the local community in the Archway area of the London borough of Islington. The pre-school children have a designated area in the ground floor of the school building with an enclosed outside play area. The out of school provision has use of a lunch room, hall, classroom on the first floor, with additional halls on the second and third floor. Children also have access to the enclosed school playground. The pre-school setting operates from 08.00 to 18.00 all year round, while the out of school offers care from 08.00 to 09.00 and 15.00 to 18.00 during school term and full day during the school holidays.

The pre-school is registered to care for a maximum of 28 children under five years. There are currently 36 children under five years on roll. Out of school care is registered for a maximum of 50 children aged between five years to under eight years and currently there are 124 children on roll. Children above eight years also attend. Children with English as an additional language

and also with learning difficulties and physical disabilities are in attendance. They all attend at various times.

The out of school care has a manager and a member of staff that hold appropriate levels of childcare qualifications. There are other staff members that are experienced childcare workers and a staff member that is working towards her Level 3 qualification. Specialist activity staff are also employed. All pre- school staff and the manager holds relevant levels of qualifications. The provision also provides adult services such as parental courses, keep fit, dancing, advice sessions about housing and benefits. The setting operates in conjunction with the Archway under five centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Most areas of the premise are maintained to an excellent standard of cleanliness. The first floor out of school care children's toilet is not so clean. Pre-school children are encouraged to wash their hands at the appropriate times. Good hygiene practices are adopted by staff as they regularly change younger children's nappies. Staff clean and disinfect the resources and equipment to reduce any infection. Three-year-old children are very independent in using the wash room and know to wash their hand afterwards. They understand about the importance of washing hands because explanations are offered by the staff. This practice is not so well developed with the out of school care children as they are not encouraged.

All staff have a secure understanding about the procedures to follow for any accidents and administration of medications. They have undergone first aid training and hold valid certificates. First aid boxes are accessible. Although the written parental permission to seek emergency treatment and advice for children is not available on the day, the staff team understands that parents' permission must be obtained.

Three-year-old children's lunch consists of greens, beans and chicken to effectively support their healthy eating habit. Two support staff supervise their lunch time. They help children to sit correctly on the chair, show them how to use their knives and forks when necessary. Drinking water is available on the table within their easy reach. More food is offered when needed. Staff sit and talk with the children to make their lunch time enjoyable. They tell them that eating their food will make them big and strong. Out of school care children help themselves to sandwiches, oranges and biscuits. This meets their nutritious need and offers them a sound choice on the day. However, no discussions are offered to them about their food to support their understanding of healthy eating, and drinking water is not always provided with their easy reach.

All children enjoy the excellent outdoor facilities and resources available on a daily basis to support their physical development. Interesting soft and early learning resources are set out on the carpet to encourage babies crawling and sitting.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

A display of children's art work, wall murals and child-orientated posters makes the pre-school area and the outside playground very bright and welcoming. Security of the premise is maintained to an excellent level for both the younger and older children. There is an entry buzzer in place and all entrances are monitored. Although children's bags left across the hallway on the first floor presents a potential hazard and the out of school care staff overlook this on the day, most systems in place ensure children's safety. Most out of school care staff understand the importance of offering children explanations about safety to support their understanding. The pre-school staff are very vigilant about their children's safety at all times. For example, they note the water leakage in the children's toilet area and take appropriate steps to reduce the risk. Play resources and equipment for both the pre-school and the out of school care children are regularly checked and maintained to a good standard of safety.

Staff are very familiar with the procedure to follow for safeguarding children. They have all attended the child protection training and understand that any concerns must be reported to their managers. A system is in place for keeping the required records. The necessary policies and procedures relating to this issue are in place.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy the excellent range of activities available. This effectively supports their choice and all areas of their development. The staff team have a secure understanding of children's development and offer them appropriate support. As a result, younger children are offered more encouragement whilst the older and more able children are allowed to explore independently. Children for both out of school care and the pre-school are very active and eager in their chosen activities. They confidently initiate and sustain their own play. For example, three-year-old children dress-up and role play for a good period of time with little direction from staff. The out of school children role play very imaginatively and independently. For example, a child pretends that she is talking on a mobile to her daughter whilst riding a bike. Others play energetic games such as football and run freely in the playground. Some choose to tackle the fixed climbing frame in the outdoor play area, this offers them a good physical challenge. There are also fencing, karate and ceramic clubs on the day to enrich their experiences. Out of school children express vivid imagination and creativity in their collages made with clay and a variety of art materials. They use tools very effectively for cutting, shaping and sticking. Pre-school children are very independent and confident in the setting. This indicates their familiarity with the routines. Their resources and activities are within their easy reach to effectively support their independence. The Birth to three matters framework is used to plan and extend under three's development effectively. For example, a child is currently being encouraged to gradually hold their own milk bottle to help increase their independence. Other babies play freely on the floor with natural and man-made resources to support their free movements and sensory development. Toddlers are very busy exploring corn flower texture. They are encouraged to talk about the colour and feeling of the texture as it trickles down their hand. Three-year-old children are keen listeners and enjoy the Maisy story in a group.

They quickly shout out the next sequence on the page and wait enthusiastically to name the pullout characters. Their understanding about shapes and counting is encouraged practically. For example, they sing five little ducks, they talk about the shapes and numbers as they cut the playdough into duck shapes. Staff use good communication skills to encourage children's expression both verbally and through gestures. This is apparent as children clearly talk about their activities with their peers and the staff. Their activity plans include all areas of the Foundation Stage. A good system is in place for recording their assessment but it is not regularly maintained for all three years old. Also the identified next step in their development is not so clearly linked to the planning. Although this indicates some weakness in the recording of the planning and assessments, children are supported very effectively in practice to achieve and progress in all areas of their development.

Helping children make a positive contribution

The provision is good.

An excellent range of resources, activities and equipment are provided to support children's positive understanding of diversity. Children from all backgrounds attend the provisions. Their individual needs are valued and promoted through the celebration of different cultural events throughout the year. Bilingual posters help to make children become aware of other languages and scripts. Visit to local facilities help children to understand and build links with the wider community. Children with learning difficulties and physical disabilities are very welcome. The provision makes every endeavour to support their individual development with the specialist support when necessary. Parents stay to encourage pre-school children to gradually settle them in the provision. Necessary information is obtained and regularly exchanged about children's progress, both written and verbal. These effectively maintain good relationships with parents. Children are well behaved throughout the inspection. They respond positively to staff's gentle guidance and understand what is unacceptable behaviour. Support staff and the cook offer three-year-old children lots of praise for eating their lunch and a sticker as a reward to those children who eat well. All children play very nicely together and they help each other in activities. Although the group welcome suggestions from parents and have a complaint procedure in place, it does not include all the necessary requirements.

Organisation

The organisation is satisfactory.

Children are secure and settled as the child:adult ratios are effectively maintained. Staff's warm and caring approach helps children to feel comfortable and confident. Although a few of the written policies and procedures do not include all the necessary requirements, most staff have a secure understanding of these and help to maintain children's welfare well. The pre-school staff are very vigilant about their children's safety, hygiene and health needs at all times. Staff ensure all the required records for children are maintained correctly.

Children benefit from being cared for by a staff team who are mostly qualified and experienced in childcare. They work well as a team but there are some weakness in the organisation of the after school care, particularly relating to hygiene, healthy eating and safety. The registered person did not notify Ofsted about the appointment of a new manager and the admission of

children aged from four years old in the out of school care. Although this means the provision is in breach of a regulation and a condition of registration, the recruitment procedure in place ensures staff are suitable to meet all children's need. The setting meets the needs of the range of children for whom it provides.

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 satisfactory. 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):

- support children's understanding of healthy eating habits through discussions and ensure drinking water is easily accessible in all areas (out of school)
- improve the standard of hygiene in the first floor toilet areas and encourage children's hygiene practices to support their understanding (out of school)
- monitor regularly the first floor toilet and cloak areas to reduce any potential risks (out of school)
- enhance planning records by maintaining regular assessment for all children, including their next step in development and clearly show the link in the activity plans (pre-school)
- make sure the complaint procedure includes all the necessary requirements
- notify Ofsted of the changes in management

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