



Kuumba Holiday Play Scheme

Inspection report for early years provision

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Type of inspection	Childcare
Type of 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kuumba Holiday Play Scheme opened 1984. It operates from three large rooms in an African Caribbean Education Support and Resource Centre in the NW5 area situated in the London Borough of Camden. There is a fully enclosed outdoor area adjacent to the building. The play scheme serves the local community.

There are currently 10 children from 5 to 8 years on roll. The group supports children with special needs and children whose first language is not English.

The play scheme opens five days a week for five weeks during school summer holidays. Sessions are from 09:00 until 18:00.

Three full-time staff work with the children and several voluntary workers. The playscheme receives support from Camden Leisure and Community Services and other charities and funding bodies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about healthy hygiene practice through the daily routine. They are, for example, encouraged to wash their hands at appropriate times and benefit from useful discussions about "germs" to support their understanding of maintaining their health. Children benefit from some positive steps taken by staff to prevent the spread of infections, such as sterilising tables before children eat. However, children sometimes play with dirty toys because systems to ensure they are regularly cleaned are not yet fully secure. Although, children benefit from clear procedures followed by staff for the administration of medication and reporting of accidents, children's health and well being is compromised because the organisation has not ensured there is at least one member of staff with a current first aid certificate.

Children clearly enjoy a good range of healthy and nutritious snacks, which comply with all special dietary requirements and parental wishes. They particularly relish the juicy chunks of fresh pineapple at snack time. Children are offered a choice of drinks at snack time but systems to ensure all children have a drink are not fully reliable and children do not independently access drinks outside of routine meal times.

Children have daily opportunities for fresh air and vigorous play to maintain health. They develop a positive attitude towards exercise as they engage in supporting discussions to establish a firm connection between the importance of regular exercise and being healthy. Children show an awareness of movement and space as they skilfully manoeuvre around objects and one another to stay safe. They eagerly, run, hop, skip, and jump and learn new skills as they practise races along an assault course.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children arrive happily and settle quickly in a warm and friendly environment. They have access to a satisfactory range of developmentally appropriate toys and resources and select these freely using the space available.

Children's safety is compromised due to ineffective organisation. Although, there are useful mechanisms in place to safeguard children, in practice, these are unreliable because they are not successfully implemented. For example, there is an entry phone system in place but access to the provision is not monitored effectively, this

means that visitors can gain entry without appropriate checks. Children are supervised at all times but systems to ensure children are protected from persons who have not been vetted are unreliable. Some positive steps are taken to minimise hazards to children, for example, staff make daily checks of the premises both indoors and outdoors and some children have some understanding of how and why certain actions may injure them. Children, receive fewer chances, however, to develop an effective awareness of how to respond in the event of an emergency evacuation. Although, fire safety procedures are in place, systems to ensure a secure understanding are unreliable. Children are at greater risk to injuries caused by electrical equipment because these are not checked for safety at regular intervals.

Children's welfare is protected by the core staff's secure knowledge and understanding of issues surrounding child protection.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children clearly enjoy a range of interesting opportunities and, in the main, they are successfully engaged in a variety of activities. They benefit from an holistic approach adopted by staff when planning activities, which enables children to participate in short term activities that contribute towards a long term goal. In this way, children attending for a shorter period enjoy and achieve, for example, making clay pots and wild life costumes. However, children attending throughout the scheme participate in these same activities but they contribute towards an end result of the planned carnival.

Children benefit from the positive interaction they mostly receive from staff during free-play activities. At these times, their thoughts and ideas are extended by staff's useful questioning techniques and encouragement. Consequently, children learn new techniques and develop new skills as they, for example, extend their pots or make taller "caravan houses" from Lego. Children receive useful chances to learn the value of all toys and resources, through topics, and are happy to participate in all activities alongside using popular electronic toys.

At times, however, the pace and routine does not fully support children's learning. Children do not fully participate in helping to tidy away, because they are not provided with clear instructions and often do not know what is expected of them. Opportunities for children to strengthen their independence are missed at meal times when children become restless as they wait for staff to distribute their snack or prepare the lunch area.

Helping children make a positive contribution

The provision is satisfactory.

Children share their thoughts, feelings and ideas confidently in an environment which values their contributions. They enthusiastically participate in useful activities that develop their skills of cooperation and enable them to learn to respect and value one

another's ideas, for example, when making paper towers. Children experience the value of their own culture, through posters, books and by participating in topics about it. This enables all children to feel secure and consequently they receive greater chances of strengthening their self worth. However, they receive fewer chances to learn about a wide range of festivities from around the world to help children gain a positive view of the wider world. Strategies to support children with special educational needs are evolving.

Children receive sound levels of praise and encouragement for their achievements to boost their confidence and enhance their self esteem. In general children are well behaved; they are learning to manage their own behaviour as they are given useful chances, throughout the day, to establish acceptable boundaries of behaviour. Children show consideration for one another and happily share resources. Occasionally, however, children do not respond positively to staff's instructions because these are not always supported with explanations. At these times children ignore staff.

Children's sense of security is fostered by the systems in place to promote healthy partnerships with parents. Children's individual needs are documented and staff consider these when planning activities. Parents receive useful information about the setting and staff verbally exchange pertinent information with them on a daily basis.

Organisation

The organisation is inadequate.

Children are warmly greeted and settle quickly in a friendly environment. They have strong relationships with staff and enjoy the interesting range of play opportunities that are planned and provided by staff. Children benefit from some useful aspects in the organisation of care which helps them to develop an understanding of how to keep healthy and learn to manage their own behaviour. However, too little is done to ensure children's safety. While there are some useful mechanisms in place to safeguard children, in practice, these do not fully work because they are not successfully implemented. Children are not protected from persons that have not been vetted and many aspects of safety have been overlooked.

Children benefit from the knowledge that, in the main, staff have of many of the groups policies and procedures. However, weaknesses in the organisation result in a failure to notify Ofsted of changes in the staff team and to ensure that there is evidence to show at least half the staff team hold a suitable qualification in childcare. Systems to promote working partnerships with parents are in place but the organisation has not provided parents with details of how to proceed if they wish to make a complaint to Ofsted.

Children benefit from the developing structure in the organisation and the team have recently begun to identify some weaknesses. They provide children with sound levels of support during free-play activities but during whole group and particularly meal times they receive limited support. At these times, staff are insufficiently organised to support and extend children's communication or foster independence, because they do not, for example, sit with the children. Overall, the setting does not meet the

needs of the range of children attending.

Improvements since the last inspection

The provision has made sufficient progress in addressing the three issues resulting from their last inspection. There is now a procedure in place for staff to follow in the event a child becomes lost or a parent fails to collect a child. The group have agreed to ensure the necessary details to increase efficiency. There is now a policy regarding children with special educational needs for all staff to consult with. The faulty door in the girls' toilets has now been fixed to ensure children have privacy when using the toilet.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- provide evidence to show adults providing day care, looking after children or having unsupervised access to them, including all persons sharing the building are suitable to do so
- take positive steps to promote safety within the setting and on outings, ensure all children have equal chances to learn how to cope in the event of an emergency, and ensure proper precautions are taken to prevent accidents
- develop and implement an action plan detailing how at least half of all childcare staff will hold a appropriate and suitable qualification in childcare. Ensure there is at least one member of staff with current first aid training, suitable for paediatric care, on the premises or on outings at any one time.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk