



Ingestre Road Community Centre

Inspection report for early years provision

Unique Reference Number	116329
Inspection date	12 August 2005
Inspector	Malini Parmar
Setting Address	Ingestre Road, Camden, London, NW5 1UX
Telephone number	020 7267 0281
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Registered person	Ingestre Road Community Centre
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?

Ingestre Road Community Centre opened in 1975. It operates from a community centre on an inner city housing estate in Camden, London. A maximum of 25 children aged between 5 to 8 years may attend at any one time. The provision serves the local and wider community and places are open for older children. All children share access to a secure enclosed outdoor play area.

There are currently 25 children on roll. The group supports children with special educational needs and children whose first language is not English.

It provides an all year service, during term time it operates from 15:00 to 18:00. The summer scheme operates for four weeks of the school holidays and children can attend from 09:30 to 16:00.

Children have access to a large hall, two smaller rooms and a fully enclosed outdoor area. There are two open plan kitchens at either end of the building and toilets along the corridor.

Six staff currently work with all the children of whom two hold relevant qualifications in childcare. The group receives support from Camden's Youth and Play Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children do not learn about healthy hygiene practice through the routine because procedures to promote this are not securely in place. Not all children, for example, wash their hands before they eat their lunch. Nor do they benefit from discussion supporting the importance of this. This means children receive fewer chances to learn the connection between participating in regular hygiene routines and maintaining good health. Children are exposed to increased risks of cross infection because procedures to help prevent the spread of illnesses are unreliable. While, children benefit from some effective processes, they for example, have access to paper towels and staff sterilise most tables before serving food. Systems to ensure toys and equipment are clean are not securely in place. Consequently, children sometimes have access to soiled toys and furniture. Children are at greater risk of eating contaminated food in hot weather because perishable foods are not stored appropriately and parents do not receive information about safe storage. Children are protected in emergencies because sufficient numbers of staff hold a current first aid certificate. Children's health and welfare, however, are compromised as a result of the lack of secure procedures followed for the safe administration of medication and reporting of accidents.

Children clearly enjoy a range of healthy and nutritious snacks, which comply with all special dietary requirements and parental wishes. They delight as they help prepare a variety of fresh fruit for their "barbeque party". They have access to fresh drinking water at all times and children are confident in seeking support from staff to reach a drink whenever they need one.

Children benefit from daily opportunities for fresh air and vigorous exercise. They learn to hop and jump as they, for example, play hopscotch in the garden. They enthusiastically participate in whole group races, learning to manoeuvre around objects and one another to stay safe. Children dance freely to a range of music, and learn new skills as they attempt to manipulate their bodies and control their movements to match the beats of their favourite songs.

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 all the space available.

Children's safety is compromised due to ineffective organisation and procedures in place to protect their welfare are unreliable. Although, children do receive useful explanations of how and why certain actions may injure them, and as a result they are developing some awareness of how to protect themselves from some dangers. Insufficient attention is given to promoting children's safety within the setting. Consequently, children are vulnerable to injuries caused by, for example, using broken furniture. Access to the provision is not effectively monitored which means that children sometimes let others in and visitors can gain entry without appropriate checks. Children are supervised at most times but systems to ensure they are protected from persons who have not been vetted are insecure. Children, receive fewer chances to develop an effective awareness of how to respond in the event of an emergency evacuation because systems to ensure a secure understanding are unreliable. They are at greater risk to injuries caused by electrical equipment because these are not checked for safety at regular intervals.

Children's welfare is further compromised because staff are not fully secure in their knowledge of issues surrounding child protection. Staff are particularly unsure of what procedures to follow if an allegation is made against them.

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. Children benefit from being able to contribute their ideas which are then considered by staff when they plan regular outings into their local and wider environment.

Children develop firm relationships with one another and the staff, and willingly work together to, for example, develop new dance moves for their show. They receive sound levels of support and encouragement to extend their thoughts and ideas while participating in activities. Consequently, children learn new techniques and develop new skills as they, for example, learn to fold and sew a variety of resources to make "bracelets and necklaces", which they then take pride in showing their friends. Younger children, in particular, benefit from the daily opportunities to engage in imaginative play to mimic their observations of the world around them. They, for example, delight as they take their "dollies" for a walk and make cups of tea.

At times, however, children receive fewer chances to make independent choices, as they are asked to participate in activities which do not always interest them in order to facilitate organisational needs, for example, after lunch times. Opportunities for children to enjoy their meals in a social environment are missed because, at these times, they receive insufficient support to successfully foster an atmosphere conducive to promoting this. Consequently, during these times, the level of noise

increases and children receive less positive interaction.

Helping children make a positive contribution

The provision is satisfactory.

Children confidently share their ideas and experiences in an environment which welcomes their contributions, this is encouraged particularly during individual conversations with staff. Children experience the value of their own and wider cultures, 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. 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. They, for example, delight as their hard work is displayed for others to see and radiate as they are rewarded with positive comments from all around about the posters for their party. Children, are in the main, well behaved. They happily take turns and younger children benefit from strategies in place to ensure they have equal access to, for example, the pool table, as they learn to negotiate their turn. 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 and their behaviour changes.

Children's sense of security is fostered by the systems in place to promote healthy partnerships with parents. Children's individual needs are documented, but due to ineffective monitoring of children's record forms, some details remain ambiguous. Parents receive useful information about the setting. Children's experiences are verbally related to parents and all other pertinent information is exchanged on a daily basis.

Organisation

The organisation is inadequate.

Children are warmly greeted and welcomed by staff. They benefit from some useful aspects in the organisation of care which helps them to enjoy an interesting range of play opportunities offered by staff. However, too little is done to ensure children learn to keep themselves safe and healthy. 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 not vetted and many other aspects to promote safety within the environment have been overlooked. Similarly, children receive fewer chances to learn the importance of maintaining their health because it is not successfully fostered within the routine.

Children benefit from the knowledge that, in the main, staff have of some of the groups policies and procedures. However, children's welfare is not fully protected because not all the policies and procedures include all the necessary detail. 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. Ineffective organisation results in some ambiguities on children's record forms and the status of many of the written consents sought from parents remains unclear.

Children benefit from the sound levels of support they receive during activities at free-play times and they generally behave well. However, at meal times in particular, their behaviour changes because they receive unclear guidance. At these times, staff are insufficiently organised to support and extend children's communication and social skills, because they do not all, for example, sit with the children. Consequently, children do not always know what is expected of them and the emphasis changes to managing children's behaviour rather than their needs. This means that, overall the setting does not meet the needs of the range of children attending.

Improvements since the last inspection

The setting has made some progress in addressing the actions raised at the last inspection. The group have partly met many of the actions, as a result some of the issues remain as areas of improvement.

There is now at least one member of staff who holds a current first aid certificate to safeguard children's welfare in an emergency. There is now a written statement, made available to parents, on special needs. This is implemented within the programme but the group have yet to include sufficient detail within the policy in order to support children with special educational needs. Parents now have access to a procedure to follow if they wish to make a complaint but this does not include all the necessary details. There is now a policy for the administration of medication but this is not implemented successfully, as yet, to safeguard children. Staff now keep a record of significant incidents which are shared with parents to support the needs of the children. Staff's knowledge of issues surrounding child protection is developing to safeguard children from harm. However, the policy does not include details of procedures for staff to follow in the event an allegation is made against them consequently their knowledge of this aspect is particularly weak.

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:

<p>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.</p>

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.
- promote the good health of children and take positive steps to prevent the spread of infection and ensure all children learn good hygiene practice through the routine.
- continue to develop staff's knowledge and understanding of issues surrounding child protection, particularly procedures to follow in the event an allegation is made against them.
- ensure all required records, policies and procedures for the efficient and safe management of the provision contain all the necessary detail to ensure all procedures are accurately followed.
- notify Ofsted of all significant changes that include any changes in members of staff.
- take positive steps to promote safety within the setting and on outings and ensure all children have equal chances to learn how to cope in the event of an emergency

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