

Peel Centre After School Club

Inspection report for early years provision

Unique Reference Number	EY272399
Inspection date	06 February 2008
Inspector	Shaheen Belai
Setting Address	Peel Centre, Percy Circus, London, WC1X 9EY
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Registered person	The Peel Institute Company
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Peel Centre After School Club registered in 2004. The setting provides after-school and holiday play scheme care for children aged between seven and 11 years.

The provision is based in a community centre in the WC1 area, within the London borough of Islington. During term-time the setting operates from 15:15 to 18:15 and during the school holidays the setting operates from 08:00 to 18:00. The setting is registered to look after a maximum of 16 children aged from four years to under eight years. There are currently 17 children aged under eight years on roll, who attend on a part-time basis. Staff collect children from Clerkenwell Primary and St Joseph Primary Schools in Islington and St Vincent's Primary School in Camden. Children from other schools and neighbouring boroughs can also attend the setting.

Children have the use of the ground floor playroom and sports hall. There is also a small enclosed courtyard, enclosed side garden and main front outdoor area for outdoor activities

The management committee employs three staff to work with the children and this includes the manager. Of these, two are suitably qualified in Play Work.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment where they learn the importance of developing good hygiene practices and personal care. For example, children wash their hands on arrival from school and before handling food, as this reduces the spread of germs. Consistent daily routines contribute to reducing cross contamination, such as staff washing hands before preparing food for children's consumption and play areas kept clean by clearing food debris off the floor.

Two of the staff working with children are first aid trained and have a good understanding of the procedure to follow should a child become unwell or have an accident in their care. Procedures are in place for recording accidents and when medication is administered. Written consent is sought from parents allowing staff to seek emergency medical treatment or administer life-enhancing medication. These steps promote children's wellbeing and the exchange of information with parents.

Children begin to understand the benefits of a healthy diet. They participate in cooking activities to extend their knowledge of food and healthy eating. They enjoy the varied meals and snacks they are provided with, which take into account individual dietary needs, and children's likes and dislikes. Meals include fajitas, pasta, toasted sandwiches, roast chicken and a variety of fresh fruits. Menu planning reflects a variety of community cultural foods to enhance children's knowledge and develop new tastes. Meal times are a relaxed and social time, with lots of conversation amongst the children and discussions about the food they like. However, children have limited opportunities to develop self help and independence skills, as food and drinks at meal times are pre-served to children. Adequate arrangements are in place for storing food safely to prevent spoiling, when provided by parents during the holiday play schemes.

A strong emphasis is placed on providing children with a range of physical activities that help the children keep healthy. Children eagerly participate in activities, such as football, basket ball and using large equipment for climbing and balancing. These activities allow for the development of physical skills and co-ordination. During the holiday periods, children explore the local community and beyond. For example, they visit many London parks and go to the seaside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space is organised well within the centre to allow children to have quiet and noisy play activities. Most resources are organised and planned to allow children to freely access resources. Children are familiar of their surroundings and move confidently and freely from one area to another. They are familiar with where to store their belongings on arrival and relate positively to their work and photos displayed in the play room. This promotes their sense of belonging and gives recognition to their work.

The staff carry out regular risk assessments of the areas used by children. This allows children to move safely and independently under staff supervision. The premises are secured appropriately to allow children free access and there are adequate systems in place to prevent unwanted visitors gaining access. For example, visitors must sign in at reception and parents are escorted

into the premises after alerting staff using the doorbell system. Staff provide children with gentle reminders and include them in discussions to enable them to understand how to keep safe. For example, children express how they must walk in a close line when walking from school. Staff take precautions when taking children on outings to prevent children becoming lost, such as they provide children with identifiable baseball caps and identification information for the centre.

Children's welfare is protected and safeguarded from harm because staff have knowledge of recognising abuse. They are familiar of the settings policy and procedure in reporting concerns and are supported by the named child protection officer based within the centre.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the setting happy, chatty and enthusiastically. They sit and relax in small groups looking at books or chatting to each other. They are familiar of the routine and settle in quickly. Children have made specific bonds with peers and staff they are familiar with and this is reflected in how they play in small groups or collate for meals and snacks. The children engage in a range of activities which are planned to take into account their stage of development and particular interests. This ensures the children become competent learners and spend their time in purposeful play. Children welcome staff to be play partners in group games and support them in their learning.

Children are expressive about the activities they particularly enjoy and this is taken into account as part of the staff planning sessions or in children making free selection from resources. New interests are introduced to children, such as being involved in developing pond life in the garden and growing plants. New interests and learning experiences are extended, for example visiting natural ponds in the community. Children learn to take on nurturing roles, as they care for the pet snails as part of the daily routine. The children enjoy being creative and imaginative. For example, they participate in a range of art and craft activities and play musical instruments, such as developing skills to knit and play the guitar.

Children enjoy the range of physical activities and have ample opportunities to explore their local area and beyond. For example, children go swimming, visit museums, participate in horse riding and visit farms during holiday periods.

Helping children make a positive contribution

The provision is good.

Children benefit because staff have a good knowledge of children's individual needs following discussions with parents. This helps promote strong relationships and provides children with a sense of belonging at the setting. Children begin to develop a positive attitude of themselves and others in the community through group discussions, celebrating community festivals and activities to promote children valuing themselves and their differences. Staff have a positive attitude and approach to equality and inclusion. This ensures all abilities are welcomed and this includes children with a disability and/or learning difficulty.

Children's behaviour is good. They are polite and enjoy playing together. Staff provide good levels of supervision and clear expectations are discussed with children. This supports children's confidence as they learn to take responsibility to resolve issues with peers with little adult intervention. Staff include children in the development of ground rules being developed, this

allows them to express their views and take responsibility for their actions. Children benefit from praise and encouragement from staff and this promotes their understanding of right from wrong.

Children benefit from the good relationships between staff and parents. Staff ensure that relevant information is exchanged verbally on a regular basis with parents. The setting explores parental feedback on a regular basis, through periodic questionnaires being completed. This allows staff to review the service. Newsletters are provided every month, keeping parents informed of specific matters and forthcoming planning of activities. A parent notice board is used to inform parents of current planning, access to some policies, staff details and community notices.

Organisation

The organisation is good.

Children benefit from an organised environment, where they receive good adult support to help them feel secure and confident. Children spend their time in attendance participating in a range of activities that promote their learning in all areas of development. Space is organised well to provide a range of indoor and outdoor play. Staff are aware of their roles and responsibilities and use a key worker system during holiday periods. This reflects the children's hours of attendance and promotes trusting relationships to develop.

Staff working with children are adequately qualified, trained or experienced. The organisation is supportive of staff attending appropriate training to enhance the care of the children.

Policies and procedures are in place to support the care, safety and welfare of children. However, children's attendance records do not reflect the exact hours of each child's attendance. This impacts on their safety. Children's required records are in place, adequately maintained and stored. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was recommended to ensure children are provided with a choice of more nutritious snacks and ensure parents are informed about the role of staff in protecting the welfare of children.

The setting provides a range of meals and snacks which reflect a healthy and balanced diet, which promotes children's understanding of the effects of food on their bodies. However, a small number of children use the vending machine within the centre with funds provided by parents. The food available in the vending machine does not promote healthy eating. A number of staff are currently attending training in Food and Nutrition Advisory and will continue to use their existing and newly gained knowledge to advise children and parents in healthy eating. The handbook provided to parents now includes details of the setting and staffs responsibility to protect the welfare of children under the umbrella of policies and procedures.

Complaints since the last inspection

Since the last inspection 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):

- provide opportunities for children to develop self help skills to promote their independence during meal times
- ensure that the children's attendance records include the exact hours of attendance for each child.

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