

Timbuktu Adventure Playground

Inspection report for early years provision

Unique reference number	EY222399
Inspection date	29/05/2009
Inspector	Liz Corr
Setting address	Grenville Road, Hornsey, London, N19 4EJ
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Timbuktu Adventure Playground was registered in 2002. It is run by a management committee and is a community play project in the Tollington Ward area in the London borough of Islington. The setting offers an open access service and childcare in school holidays for children in the local community. Children access a playroom, quiet room, toilets, kitchen and office. Outdoors there are two play areas, an adventure playground and an area for ball games.

A maximum of 25 children aged from five years to eight years attend after school and during school holidays. There are currently 10 children in the early years age group on roll. Care is also provided for children over eight years. This provision is also registered by Ofsted on the compulsory part of the Childcare Register. The opening hours after school are Tuesday and Wednesday 16:00 to 19:30; Thursday and Friday 16:00 to 18:30 and Saturday 12:00 to 17:30. They are closed on Mondays. The opening hours of the holiday play scheme are 08:30 to 17:30. The play project is also available for children aged five to 14 years after school and children aged five to 13 years in the holidays.

The setting is able to support children with special needs and those who speak English as an additional language. Timbuktu has two permanent staff, both of whom are appropriately qualified. Four part time staff are also employed, two of whom are qualified and another is working towards a qualification. Additional qualified staff are available in the summer holidays. The group receives advice and support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy and make good progress as staff provide a variety of stimulating activities and outings. The staff team know the children well and as a result are aware of their individual needs. The setting is well-led and managed and have addressed all improvements made at their last inspection. The setting is committed to promoting inclusion and ensures all children are welcomed and valued. The setting has begun to develop systems for self-evaluation to ensure continuous improvement to the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop knowledge of the Early Years Foundation Stage guidance to record children's starting points and fully develop partnership working
- continue to develop systems for self-evaluation to identify targets for further improvement

The leadership and management of the early years provision

The setting is well-led and managed including secure support from the management committee. The manager has good systems in place for the daily running of the setting. This includes, morning briefing sessions for the staff in the holiday scheme. This ensures good communication between all staff and promotes the smooth running of the setting. The staff team work very well together and provide a secure environment for children as they know the children well. They work effectively as a team to ensure children are provided with good supervision both indoors and out.

The staff team and management committee demonstrate a firm commitment to ongoing improvements. They have begun to address ways to evaluate their practice to identify areas of strengths and improvement. Effective systems such as team training days have been used to address improvements from their last inspection and develop new ways of working. For example, firm systems are in place for delivering the Early Years Foundation Stage (EYFS). The staff team have a variety of childcare skills and experience, this is valued by the management who encourage staff to use their skills to enhance the experience of the children at the setting.

Secure induction systems ensure that staff are aware of their responsibilities to safeguard children's welfare. A clear child protection procedure is in place including how to report concerns for children's welfare and any allegations made against staff. Children are safeguarded as the staff follow careful procedures to ensure the environment is safe for children's use. Daily risk assessments of the premises are carried out and monitored throughout the day.

Policies and procedures are well organised and regularly updated. Clear information is provided for parents at the beginning of the placement by way of a parents pack. This contains useful information about the running of the setting and procedures such as, making a complaint. Clear information is provided for contacting the regulator if necessary. However, systems for sharing resolved complaints with parents are not in place. The staff team are professional and welcoming to parents. They offer support and advice to promote the well-being of the children at the setting.

The quality and standards of the early years provision

Children are warmly welcomed as they arrive at the setting. They quickly engage in a range of enjoyable activities both inside and out. The well established staff team know the children well and have worked with some of the families over a long period. Consequently children confidently approach staff when if they need help or assistance and are provided with a positive response. Activities are planned in advance however, a flexible approach ensures that children's interests and needs are prioritised and plans are quickly adapted.

The setting have always taken a keen interest in children's individual progress. For

example, they observe children's interest in the adventure playground equipment and are aware of their physical confidence. Staff provide support to develop their confidence in using the large outdoor structure. Useful training has recently been provided for staff to develop their understanding of the EYFS. As a result a member of staff is responsible for developing systems to record children's development and interests. Positive team work ensures that all staff are involved in identifying children's progress, and staff with experience of EYFS at other settings work in partnership to promote children's experiences. Profile books have been developed with photographs of children's development and examples of their art activities. Displays of photographs are attractively displayed around the setting and demonstrate how children are progressing towards the early learning goals. The information recorded in the profiles is discussed with the children and shared with parents. The staff encourage the parents involvement in their child's learning as they regularly update them of their child's interests and progress. However, systems for recording children's starting points and communication systems with staff at other settings where children receive the EYFS are not in place. Further training has been prioritised to continue to improve the delivery of the EYFS at the setting.

Children's good health is well promoted. A variety of outdoor activities are provided and provide children with a wide range of opportunities to develop their physical skills and to have fun in the fresh air. Children enjoy exploring the large adventure playground equipment as they develop climbing and balancing skills. Children are encouraged to take risks as they use the equipment but their play is well supervised which ensures their safety. Children enjoy opportunities to work together and develop their independence. For example, when they make their own swings they work together to make decisions as to how they can make this safe for themselves. Staff create areas of shade on sunny days which promotes their health and well-being.

Children are learning about healthy eating as they take part in a healthy eating diary. Rewards are provided for children who include healthy foods in their lunch boxes. Staff are promoting their understanding of healthy foods as they explain to children how different types of foods affect their energy levels. Children's safety is well supported as they regularly practise the emergency evacuation procedure. Clear registration systems enable staff to know who is on the premises and ensure children are safe.

Children are relaxed and happy in this environment. Interactions between the staff and children are good and staff provide positive role models. Consequently children are confident to explore and express themselves. One group of children enjoy a painting activity which is extended as staff provide new materials to maintain their interest. They happily change their techniques as they splash paint and make hand prints. They are looking forward to showing their finished paintings to their parents and taking them home.

There is a strong emphasis from the staff to promote an inclusive environment. All children are welcomed and included and children learn about the wider world during a range of activities. One topic involved the children investigating facts about different countries, this included using the internet and sharing their findings

with each other. Children also enjoyed taking part in a cultural food celebration as they shared food from their own cultural backgrounds.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met