

Middle Row Playcentre

Inspection report for early years provision

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| Unique reference number | 159479 |
| Inspection date | 20/05/2009 |
| Inspector | Lyne Lavender |
| Setting address | Middle Row School, Kensal Road, London, W10 5DB |
| Telephone number | 020 8964 0948 |
| Email | |
| 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

Middle Row Playcentre and Holiday Play Scheme is run by Community Education in the Royal Borough of Kensington and Chelsea. It opened in 1998 and was registered with Ofsted in 2001. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision operates from five classrooms, a corridor hall area, kitchen, toilets and school playground in a primary school building in the Royal Borough of Kensington and Chelsea. Access is through the main gate of Middle Row School. A maximum of 80 children may attend the holiday play scheme and 48 children may attend the after school club. Children from the age of eight years to 13 years attend the after school and holiday play schemes.

The holiday play scheme is open during school holidays from 08:00 to 18:00 and the after school club is open from 15:30 to 18:00 during term time. All children share access to a secure enclosed outdoor play area. There are currently 65 children aged from four years to under eight years on roll. 49 children under eight, including 31 under fives, were present on the day of the inspection. Children come from three local primary schools in North Kensington. The play schemes support children with learning difficulties and/or disabilities and a few who speak English as an additional language.

The term time play scheme employs seven childcare staff. Of these, six of the staff, including the manager hold appropriate early years qualifications and one is working towards a suitable qualification. There are seven staff, including the manager, with a range of skills and experience, who work in the holiday play schemes.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The manager's inspirational leadership, the commitment of staff and excellent relationships with parents contribute much to the very impressive provision. The spacious premises and ample resources are well used to create a happy and stimulating environment in which all feel welcome and secure. Children with learning difficulties are fully integrated and make good progress. Recommendations from the previous inspection have been successfully implemented, and the setting is well placed to continue its excellent development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- create a system of individual written records, collating all the information that already exists about each child's progress

The leadership and management of the early years provision

The manager provides outstanding leadership, is experienced and passionate about his work. He is ably supported by the early years key person and the staff team. Their performance is regularly evaluated, and training arranged accordingly. Children have a voice through a committee and recommendations, such as purchasing new board games, are implemented much to their gratification. At the end of the day staff report on children's participation in their particular activity, how it can be improved and nominate the 'stars' of the day. This useful information is not collated into a central individual record to show children's progress over time. This is an initiative that has been identified in the draft development plan. The manager's evaluation of the setting is very thorough and developed through consultation with staff, parents and children. This means that plans for future development are very clear.

Parents are delighted with what the play centre offers their children, praising the approachability and helpfulness of the staff, resulting in a feeling of strong partnership. One parent particularly liked the 'zero tolerance towards bad behaviour and bullying'. Excellent links are established with provider schools, ensuring that relevant information is shared to bring continuity to children's learning and welfare. The setting is meticulous in meeting all the expected regulations and legal requirements, including the need for paediatric first aid training and child protection procedures. Risk assessments are carried out daily on the building and equipment. Safeguarding children is a top priority. Children evacuate the premises speedily in fire drills and parents are kept fully informed about any health issues.

The quality and standards of the early years provision

Children learn through play and make outstanding progress in their personal, physical and creative development. They achieve well in literacy, numeracy and in their knowledge and understanding of the world. Upcoming themes, including celebrating the festivals of the world's main religions, are discussed with children and their ideas are incorporated into planning. Activities are varied and interesting and well resourced. One child, for instance, concentrated hard on shaping a teapot, learning the skills of rolling and moulding clay effectively. Attractive board games allow for quiet play, such as snakes and ladders, with children able to recognise and count numbers to 100. In the inviting home corner they look after 'their' babies in a carry seat, mimicking conversation heard from adults. At their briefing meeting staff commented on the good progress in speech and language made by the younger children since they had joined the setting.

Each room is well equipped such as the reading corner which has low, comfortable seating. Occasionally children read books but most prefer to be more active or to play computer games, practising their reading, keyboard and mouse skills. Staff lead some of the activities and are sensitive when to intervene in others. One key person, for instance, joined children briefly on the carpet, eliciting positive responses from them about the new toy cars. Excellent displays reflect the wide

range of learning opportunities provided. One effectively shows different sized planets proportionate to that of the earth's diameter.

Staff ensure all take part in playground games at some point during the evening to keep physically fit and healthy. With help, children toss a large parachute in the air, then run underneath it squealing with joy as they do so. In the games room, children learn how to turn handles effectively to shoot at 'goal' in bar football. Older children are excellent role models and the younger ones copy their example. At tea time, for instance, they help serve healthy food such as spaghetti and fresh pineapple and show excellent table manners. Behaviour is exemplary at all times and there is a mutual bond of trust between children and adults. Children learn to be independent and self-reliant and they are developing skills that will remain with them for the rest of their lives.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

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| 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? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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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

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

Met