

Dormers Wells Play Centre

Inspection report for early years provision

Unique reference number EY390833
Inspection date 02/07/2009
Inspector Christine Bonnett

Setting address London Borough of Ealing, Dormerswell Play Centre,
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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

Dormers Wells Play Centre was registered in 2009. It is run by Ealing Play Services and operates from the play centre in Southall, in the London Borough of Ealing. It is open each weekday from 15:15 to 18:00 during term time. It is registered for 16 children aged under eight years. The setting is registered on the Early Years Register, voluntary and compulsory parts of the Childcare Register.

There are currently six children aged from four to under eight years on roll. The nursery employs three staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children in the Early Years Foundation Stage (EYFS) age group are offered a wide variety of fun and stimulating activities to promote their learning and development. All children are respected as unique individuals and given care and kindness by the staff who ensure that their individual needs are met effectively. The manager works towards continuously improving the practice of the club for the benefit of the children.

What steps need to be taken to improve provision further?

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

- establish effective links with children's schools to share relevant information for continuity and coherence in their learning
- develop observation, assessment and planning systems to clearly identify each child's next step in their learning journey
- develop risk assessments to ensure the safety of children and staff in the outdoor area.

The leadership and management of the early years provision

The club establishes close links with parents to ensure all information relating to the well-being of the children is shared for consistency of care. A range of relevant information is also available for parents to consult to ensure they are kept informed out how the children spend their time at the club.

Staff have a good knowledge of child protection issues, including the indicators of abuse and the procedure for reporting concerns. Recruitment procedures are rigorous and ensure that all adults working at the club are suitable to do so. Children's safety is generally given very high priority by the staff. They are vigilant and monitor the children at all times, including when they are playing in the extensive grounds. However, the size of the grounds means that staff are frequently left alone to supervise a small group of children. Consequently, the

safety of children could be jeopardised and staff are vulnerable to allegations of abuse being made against them.

The manager has recently started to evaluate the practice of the club and has identified areas of strength and those that she wishes to enhance. She also recognised the value of involving parents in the evaluation process to gauge their views.

The quality and standards of the early years provision

The clubs provides children with a happy and caring place in which they can relax and have fun after a school day. The range of available play resources means that all children are able to find something to interest them during the session. The variety includes cooking, table football and craftwork. Although activities are planned, children are able to request alternatives of their choice. A current favourite promotes their creativity as they design and make their own paper aeroplanes and then launch them in the playground.

Staff carry out observations on the children in the EYFS age group to assess their stage of development. They then plan activities to foster children's progress. However, the system used does not include a detailed assessment to clearly identify learning priorities so that the next step can be tailor made to suit the child's individual learning journey. In addition, effective links with the children's schools to ensure continuity and coherence in their learning has yet to be established.

Children independence is promoted as they are able to contribute towards planning their meals, and often help to prepare them. A healthy diet is offered that takes account of children's individual dietary needs. Children are encouraged to learn about keeping themselves safe on the roads as kerb drill is reinforced on the way from school to the club, as well as an awareness of 'stranger danger'.

Staff's interaction with the children is warm and friendly. They are interested in the children and value them as individuals. This approach enables children to gain confidence and develop a sense of belonging. It also helps children to learn to respect each other, thereby creating a positive and harmonious environment.

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?	3
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?	3

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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