

# The Malden Centre Creche

Inspection report for early years provision

---

<b>Unique reference number</b>	152872
<b>Inspection date</b>	03/11/2009
<b>Inspector</b>	Amanda Jane Tyson
<b>Setting address</b>	The Malden Centre, Blagdon Road, New Malden, Surrey, KT3 4TA
<b>Telephone number</b>	0208 3367770
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Malden Centre is one of several holiday playschemes, after school clubs and crèches run by DC Leisure Ltd. It opened in 1992 and operates from a purpose built Leisure Centre in New Malden, Surrey, which is close to local transport links. All three provisions are included on one registration. The setting are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The holiday playscheme is registered for a maximum of 48 children aged from five to under eight years and there are currently 43 children on roll, of whom three are within the early years age range; children aged over eight also attend. The before and after school are registered for a maximum of 32 children aged from four to under eight years and there are currently 44 on roll, of whom two are within the early years age range; children aged over eight also attend. The crèche is registered for a maximum of 26 children in the early years age group, of these, not more than six may be under two years at any one time and there are currently 101 children on roll. A number of children attending all the clubs speak English as an additional language. The provisions welcome children with physical and/or learning disabilities.

The crèche is open all year round during school term time and parents may leave the area. Children may attend from age six months to five years and sessions are from 9.30am to 12.00pm and 1.00pm to 3.00pm. The after school club runs five days a week during term time from 3.00pm to 6.00pm. Children are collected from local schools. The holiday play scheme runs during the school holidays from 9.00am to 6.45pm and offers an early drop off and late pick up facility. Children attend for a variety of sessions. The crèche and after school club share the use of a base room which has direct access to a small, secure outdoor play area. The playscheme use the play-park which is located just outside the centre premises.

The setting employs many staff. The majority of staff working in the crèche and after school club hold relevant childcare qualifications; both supervisors are qualified to Level 3 in early years childcare. At the time of the inspection, the majority of staff deployed to work in the playscheme were unqualified. The inspection was conducted on one day during the school holiday and one day during term time when the crèche and after school club were operating. All three provisions were inspected and this report encompasses the overall outcome.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The welfare, care and learning of all children attending the crèche and after school club (ASC) is successfully promoted and supported. Both these two provisions are well led by individual supervisors and a team of suitably qualified, experienced and fully vetted staff team. As a result, these children are secure and happy, well safeguarded and making good progress across all areas of learning. However, the safety and well-being of children attending the holiday playscheme is significantly

compromised by a failure of senior management to deploy suitably qualified, experienced, and, most pertinently, vetted staff. Management are not familiar enough with the learning and development requirements of the Early Years Foundation Stage (EYFS) to be able to effectively monitor the quality of the provision and outcomes for children and to identify priorities for improvement. However, a clear vision and proactive commitment to make, and maintain, the necessary improvements prevails.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- |  |            |
|--|------------|
| • ensure that adults looking after children, or having unsupervised access to them [playscheme], are suitable to do so (Suitable Adults) (also applies to both parts of the Childcare Register)  | 11/12/2009 |
| • ensure that [playscheme] supervisors hold a minimum level 3 qualification (Qualifications, training, knowledge and skills) (also applies to the compulsory part of the Childcare Register)   | 11/12/2009 |
| • ensure that at least half of all [playscheme] childcare staff hold a minimum level 2 qualification in childcare (Qualifications, training, knowledge and skills) (also applies to the compulsory part of the Childcare Register)   | 11/12/2009 |
| • plan and organise systems [for the playscheme] to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs; assign a key person to each individual child who is equipped with the knowledge and skills to undertake sensitive observational assessment (Organisation) | 11/12/2009 |
| • provide a suitable range of equipment to meet the developmental needs of all [playscheme] children (Suitable premises, environment & equipment)  | 11/12/2009 |

To improve the early years provision the registered person should:

- improve the resourcing of 'the home corner' to enable and encourage all children to act out their real cultural and religious experiences (Creche)
- make play resources more easily visible and accessible to children; pay particular attention to creative media (After School Club)
- further develop use of observational assessment; improve the way this is shared with parents and develop relationships with children's other EYFS

providers to ensure consistency and continuity of learning support for all children (Creche, After School Club, Playscheme)

- make sure that [playscheme] children do not run around the perimeter of the swimming pool, and that they are helped to understand why this is not safe; ensure that risk assessment covers this and that all leisure centre staff implement this pool safety policy
- implement a robust [senior management] procedure for ensuring that the effectiveness of each childcare provision is monitored and evaluated; to ensure that continuous improvement is maintained, that gaps are identified and acted upon
- conduct a quality review of the policies and procedures; make sure that these reflect the procedural operational differences between the different provisions.

## **The effectiveness of leadership and management of the early years provision**

The individual supervisors of the ASC and crèche ensure that the vetting processes of [their] new staff are closely monitored, and that new individuals awaiting Criminal Records Bureau (CRB) clearance are not left alone with the children. The welfare of these children is well safeguarded. However, management's decision to operate the playscheme with a mostly un-vetted and unqualified team significantly compromises children's safety and well-being. This is a breach of regulation. Although CRB checks were initiated prior to the summer scheme, management did not monitor the process and were therefore unaware that this was not completed. Children's safety was therefore compromised during the summer and half-term playscheme.

Management are not sufficiently knowledgeable about the welfare and learning and development requirements of the EYFS to identify priorities for improvement. Whilst the supervisors of the crèche and ASC independently use self-evaluation processes to drive continuous improvement, for example both have begun to use observational assessment to inform and guide planning, this feature is missing within the playscheme. Activity planning does not ensure that [playscheme] children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. This is a breach of regulation. With this exception, equality and diversity is well promoted within the centre.

Parents are provided with variable levels of information between the different settings, but all staff are friendly and approachable to parents. Both the ASC and crèche are beginning to engage parents more in planning and supporting children's individual learning needs. The capacity for this to improve further is well demonstrated by their joint action plan. All required written policies and procedures are in place, shared with parents and, where applicable, displayed. However, these are mostly generic and do not fully reflect the operational differences between the provisions, for example the different behaviour management issues that arise for toddlers and school-aged children. Parents of children attending the crèche and ASC report high levels of satisfaction; both

highlighting the excellent arrangements for settling-in and welcoming new children, for the friendliness of staff, the lovely environment and the enthusiasm of the children to attend. The ASC staff communicate daily with children's teachers and the crèche are beginning to think about possible ways to develop partnerships with children's other early years providers. Playscheme staff exchange information with parents at the beginning and end of the day regarding any specific welfare needs and their general dispositions, but information to support their EYFS journey is not shared.

## **The quality and standards of the early years provision and outcomes for children**

The foundations for children attending the crèche and ASC to adopt healthy lifestyle habits are being laid. Crèche staff ensure high levels of hygiene when changing children's nappies. However, whilst children in the ASC all understand the importance of hand washing before eating, playscheme children are not reminded by staff before eating their packed lunch. This raises the risk of the spread of germs. Children attending the ASC and holiday playscheme benefit greatly from the provision of a healthy cooked tea at the end of the day. The children all enjoy the varied menu and the opportunity to engage in social conversation with their friends and staff. Children are well cared for if they become unwell or have an accident because there are sufficient numbers of staff on site who are qualified to administer first aid, for example, within the crèche most staff are first aid trained.

Staff gather a good level of information about children through the use of 'All about me' profile forms which parents (crèche) and children (ASC) complete before they attend for the first time. Staff use this information well to inform and guide planning so that activities are linked to children's current and developing interests, their learning and welfare needs. The staff all know the children very well, which is particularly impressive in the crèche as there are so many children on roll; most only attending for one or two sessions per week. The individually tailored settling-in procedure for new children within the crèche takes excellent account of parent-child separation anxiety; enabling the process to take as long as is necessary before parents leave children for the first time. Babies and toddlers are easily comforted by familiar staff which demonstrates that they feel very secure in their [crèche] setting. Those who speak English as an additional language are particularly well supported during the settling-in period by staff who learn to speak key words of comfort in their mother-tongue. As a result, the crèche is a calm and happy place for children to spend up to three hours whilst parents attend a leisure activity or adult learning class. The ASC staff use this pre-placement information to plan activities that link with children's particular play preferences to help them feel welcomed and included. They further benefit from the buddy system which provides them with an 'instant friend'.

ASC staff reinforce road safety rules to children during the walk to and from school each day and children are very secure in their understanding of pool safety rules; they know not to run around the perimeter of the swimming pool and why, for example, 'you might fall over, hit your head and fall into the water'. However, numerous examples of playscheme children running, un-prevented by centre staff,

around the perimeter of the pool show that they are not aware of this rule and therefore are not developing the knowledge to keep themselves safe. Squabbles are few within the crèche and ASC because resources are in plentiful supply and they are easily distracted by the exciting activities and good intervention by staff. Playscheme children benefit from some staff who engage with children well but the effectiveness of this is limited by poor activity planning and a noticeable lack of play resources and equipment. Although children enjoy activities, such as swimming, arrangements for play are wholly inadequate. For example, an 'art trolley' contains broken toys, blunt pencils and only scraps of paper and children therefore struggle to find basic resources to complete their artistic creations. Insufficient attention is given to planning a range of activities to meet the individual and diverse interests of the children. The views of the children are not actively sought; they can only engage in activities decided by staff, which are not well planned to enable inclusion. As a result, children in the early years age range, at times, say they 'are bored'. The outcomes for children attending the playscheme are a complete contrast to those attending the crèche and ASC.

Babies and toddlers are consistently absorbed in play and learning. Music plays in the background and staff are consistently engaged with the children. Children's speech and language is being well supported. This is well demonstrated during story and singing times and when staff join in their role play, for instance 'making tea' in the home-corner together. They create and design using a range of creative media, such as glitter, tissue paper, paint and colouring pencils which additionally encourages colour recognition. Playdough, sand and cornflour encourage children to experiment with texture and they use their critical thinking skills during block play as they work out how to make a tower of bricks balance, or when they are supported by staff to complete a puzzle. Staff use their observations of children to inform and guide activity planning. Good adult support, coupled with appealing activities which link to children's current and developing interests and identified next steps for learning, is helping them to make good progress towards the early learning goals.

Within the crèche and ASC there is a good range of play resources such as, books, puzzles, dolls and dressing-up, and a wealth of prominently displayed posters which positively promotes equality and diversity, although the crèche home corner is less well equipped with resources to enable children from diverse cultures and communities to make connections between their play and home experiences. Playscheme children enjoy learning about the cultures and beliefs of others during diverse festival celebrations, such as Diwali and Chinese New Year. They benefit greatly from having direct access to the leisure centre's other out of school clubs, such as belly-dancing, street-dancing, pottery, swimming, singing and drama. Children are able to make their own choices about what they want to play with, ranging from arts and crafts, a game of pool, building complex models with good quality construction equipment or 'losing themselves' in small world play, but the full range of creative media are not directly accessible to children which means they are less inspired to create and design whatever they want as their ideas emerge during play. Nonetheless, imminent plans are in place for a refurbishment which means accessible storage solutions will be possible. ASC staff keep up to date with the topics and activities children take part in during their school day by liaising with teachers and noting the curriculum plans. As a result, children enjoy



activities that extend and compliment their school learning. Crèche staff are working towards building partnerships with children's other early years providers which further demonstrates the good capacity for ongoing improvement.

The crèche and ASC have direct access to small outdoor play. Good use is made of this during warm weather by the crèche who use it as an extension to the indoor environment, enabling children to move freely between indoors and outdoors. ASC children use this area on a daily basis, for example to play ball games. Summer playscheme children enjoy outdoor play in a nearby park but during the half term week opportunities for outdoor play were not planned for, despite some very sunny days. Nonetheless, the numerous indoor sporting activity sessions, such as swimming and soft play, ensure children keep physically active and are very much enjoyed by the children.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the early years section of the report (Suitable Adults and Qualification, Training Knowledge and Skills) 11/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable Adults) 11/11/2009