

# Hilldrop Community Centre

Inspection report for early years provision

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**Unique reference number** EY306279  
**Inspection date** 27/11/2009  
**Inspector** Catherine Greene

**Setting address** Community Lane, Hilldrop Road, London, N7 0JE

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Hilldrop Community Centre Out of School and Holiday Play scheme registered in March 2005. The group is run by a management committee. It operates from the Hilldrop Community Centre in the London Borough of Islington. The group have use of a large hall, adjoining group room, computer room, small hall, kitchen and two outside play areas. The centre serves children from the local area. The Out of School Club opens five days of the week from 3:30pm to 6pm term-time only. The Holiday Play scheme opens from 9:30am to 5:30pm. A maximum of 30 children, aged from five years to under eight years may attend the club at any one time. Children aged over eight years may also attend. There are currently four children in the early years age group on roll. A team of three staff work with the children, two of whom hold recognised qualifications in play work and early years childcare. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children experience a balance of child initiated and adult led activities to support their learning and development. Staff have a developing knowledge of the Early Years Foundation Stage (EYFS) and have made good progress in establishing systems to ensure that the six areas of learning are covered. There is a strong commitment to include all children and effective ways of doing this are achieved. Staff's good understanding of how to promote children's learning through play means that they are able to meet children's learning and development needs on an individual basis. There is a suitable awareness of where weakness in the provision exists and a commitment to take improvement plans forward.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Promoting good health) 14/12/2009
- ensure there is written permission to seek emergency medical treatment or advice (Safeguarding). 14/12/2009

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

- assess the risks to children in relation to the broken tables stored in the walnut wood play area and take action to minimise these

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times.

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

The overall welfare of children is positively safeguarded. Staff are well informed about their role and responsibility in protecting children from possible abuse and have clear, procedures to follow. In line with requirements, there is also a written procedure to follow in the event an allegation is made against a member of staff. Effective recruitment procedures with careful checking of staff for their suitability to work with children is an added safeguard.

The environment is well resourced and child friendly with a balance of adult-led and child-initiated activity. This ensures that children make progress whilst enabling them to develop their independence skills. Opportunities for children to learn outdoors are provided and staff ensure planning for the use of the outdoor area is included. Risk assessments mostly identify safety issues. However, old and broken benches in the walnut wood play area are stored in the vicinity of the rope swings. There are clearly defined procedures in place for emergency evacuation of the building and these are known to all staff. Children develop awareness of their personal safety because they have regular opportunities to talk through safety issues such as road safety at the beginning of the session. Arrangements for the safe arrival and collection of children are well managed. Children are collected from school by staff and safely accompanied to the after school provision. The manager has a first aid certificate but was unable to locate this for inspection and other staff are not first aid qualified. In addition not all children's registration forms include signed consent for emergency medical advice and or treatment.

Parents collecting their children receive a friendly welcome and receive some written information about the out of school service. They benefit from some existing well established relationships with staff which assists with the exchange of information at the end of each session. Staff build relationships with parents and share information about children's care and their achievements. This provides a very good basis for the continued development of partnership work with parents. The setting includes parents in children's learning and development. When staff identify that additional support is required for individual children they work closely with parents, the school and other professionals to ensure continuity and consistency in what is being offered.

The relatively new manager is beginning to evaluate the service. She is working hard to ensure that systems to monitor and evaluate the quality of the provision identify key areas for development and include all staff in this process. In addition, monitoring of staff's developmental needs and support for all staff is made a priority, consequently, staff morale is good.

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

Children are provided with a good range of play opportunities and also confidently initiate their own free play. The staff team demonstrate a confident knowledge and understanding of play work and are developing their knowledge of the Early Years Foundation Stage framework. They plan a range of stimulating activities and experiences for children which support them to make progress in all areas. Planning is focused around children's interests and abilities whilst ongoing assessments of activities highlight future play opportunities. Very good team work between adults means that all staff know the children well. Children are made to feel very welcome and settle quickly, staff give priority to making sure they feel safe and cared for in a friendly and secure environment. They are able to make choices about their play and exploration. The staff team effectively support children's learning as they skilfully follow their interest and challenge them within their play.

Staff encourage politeness and good behaviour is rewarded with compliments and praise. Children are relaxed and at ease in the setting and some strong friendships are evident. Staff value the individual backgrounds of children. They use activities during Black History month to promote children's self esteem and their knowledge and understanding of the wider world. Children enjoy experimenting with a wide range of different creative media, they spend considerable time at these activities as staff sit closely by, supporting them when, for example, to complete their chosen flags. Displays of their creations in the group room using paint and mobiles make the room attractive and interesting to them. These displays are refreshed regularly for different topics the children are working on.

Hygiene practice is of a good standard and the manager takes responsibility for ensuring deep cleaning is carried out to resources, toilets and the kitchen. Food is hygienically prepared and staff remind children about the importance of hand washing. A healthy choice of hot and cold snacks are provided which includes fruit and wholemeal toast. Children's preferences are taken into account when considering what to serve and staff demonstrate a good awareness of individual dietary needs, which includes children's allergies or cultural requirements. All are appropriately recorded.

Children are protected from the risk of infection because staff are familiar with the sickness policy and act in children's best interests if they become ill. Arrangements for caring for children until parents arrive are good and the comfortable quiet room can be used as a rest area. This also benefits young children who are tired at the end of a long school day. Children have some good opportunities to extend their IT skills for the future in the fully equipped computer room where they enjoy time at their own computer.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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