

# Ingestre Road Community Centre

Inspection report for early years provision

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**Unique reference number** 116329  
**Inspection date** 11/11/2009  
**Inspector** Catherine Greene

**Setting address** Ingestre Road, Camden, London, NW5 1UX

**Telephone number** 020 7267 0281

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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

Ingestre Road Community Centre after school club and holiday play scheme first registered in 1975. It operates from one main hall and two rooms in a community centre. The play scheme has access to kitchen, toilets and an enclosed outdoor area and serves the local community.

The after school/holiday play scheme is registered to provide 25 places for children aged between five years and under eight years. There are currently 30 children on roll, of these three are in the early years age range. Children over eight also attend. The holiday scheme operates specific weeks during the school holidays from 8.45am to 6pm Monday to Friday. The after school club operates during term time from 3.45pm to 5.45pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Seven staff members work with the children in the holiday scheme and two members of staff are present after school. The provider employs staff from a variety of backgrounds and qualifications. Two members of staff hold a Cache level 3 in Play work. The play scheme receives support from Camden's Youth and Play Service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's enjoyment and progress is supported as they appreciate the large space and attention that they receive from staff. On the whole children are safe and their good health is encouraged effectively. Staff's knowledge of the Early Years Foundation Stage in after school provision is developing and systems for planning, observation and assessment are in the early stages. Partnerships with other settings that the children attend, such as local childminders, have been successfully formed. Staff get to know the children well and this enhances the setting's aim of inclusion. They provide a generally good range of activities and opportunities that support children's progress. The manager and staff are eager to pursue improvements and are beginning to evaluate work to secure this aim.

## 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 the safeguarding children policy and procedure is reviewed so that it is in line with the welfare requirements and that the names of designated persons are correct (Safeguarding and promoting children's welfare) 26/11/2009
- ensure policies and procedures, such as the complaints policy, are reviewed so that they are in line 26/11/2009

with welfare requirements (Documentation).

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

- further develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, plan, monitor and assess their progress, provide suitable activities and resources to promote their development, and fully develop partnership working
- continue to develop resources and activities which provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

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

Children's safety at the setting is given priority and staff undertake regular risk assessments on the environment, supervising the children closely. Adults who have access to children are suitably checked and hold appropriate first aid certificates. The manager ensures all staff attend training and are aware of safeguarding procedures; however, the play scheme's procedure has not been reviewed for some time and refers to a designated person who is no longer associated with the community centre.

The play scheme provision benefits from the use of the large hall and a separate playroom with a small kitchen area and nearby toilets. The good range of resources and equipment conform to safety standards and are checked regularly. However, resources and activities that provide positive images and develop children's knowledge and respect for individual differences are currently limited. Staff are effectively deployed so that children are well supervised at all times, both indoors and outdoors. Staff generally plan well and use information based on informal observational work to support a range of interesting and valuable activities.

Links with the local community and other agencies have been established, this gives staff good insight with regard to children's learning, support and welfare. Parents' and children's views are taken into consideration and members of staff are involved in informal self-evaluation processes, resulting in some identified areas for improvement; however, this system is yet to be formalised by making use of the self-evaluation system. In line with requirements, there is also a written procedure to follow in the event of a complaint although the current policy is out of date and contains contact details that are no longer accurate. There is a commitment to improve the quality of service to children and families with an open acknowledgement and willingness to address identified weaknesses.

The setting engages with parents and other registered providers who are well informed about children's welfare and progress. They feel that 'the staff are very approachable and friendly' and the children say that they 'really enjoy their time' at

the after school club and holiday play scheme. The manager is committed to establishing effective partnerships with parents to promote children's welfare, learning and development. A key person system is in place and parents can stay to settle their children for as long as the child needs. Staff talk to parents daily about their children's experiences and achievements. Parents provide information about their children at the time of admission and are encouraged to give staff regular updates. This provides written information about individual children and backs up daily conversations between staff and parents.

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

Children engage in self-initiated and free play. Play workers have had some training in the Early Years Foundation Stage and the manager is able to share her expertise and knowledge because she works with children of this age group during the day. Parents are able to contribute to their children's welfare and progress because the managers of the after school club and holiday play scheme have devised a user friendly information form to record the exchange of information. They are committed to developing this to ensure it meets areas of the Early Years Foundation Stage development requirements.

Children play safely and 'know' how to keep themselves safe, for example, when they have to vacate the building in case of a fire. The club has access to the sports pitch so that children are encouraged to participate and engage in outdoor active play on a regular basis. Children enjoy an active sports programme which includes cricket, indoor hockey, dodge ball, rounders and football. Healthy eating is encouraged and individual dietary requirements and allergies are catered for. Children enjoy fresh fruit and drinking water is offered throughout the session. Children develop their knowledge and understanding of the world by growing vegetables in the garden where they learn about the seasons and how vegetables and flowers can grow in pots and containers. Children are encouraged to wash their hands and dispose of tissues appropriately to minimise the spread of infection. They benefit from a combination of exercise, rest, healthy food and relaxation. They develop their creativity through a variety of arts and crafts activities, such as clay modelling, where they have made mummified hands and masks. Music and talent shows mean that children have a lot of fun and enjoy their time at the community centre.

Staff are role models, listening to the children, using polite language, responding well to children's requests and making the children their priority. Most children work collaboratively with other children of all ages. Older children support younger children very well when making models of hands from plaster of Paris. Staff's management of recent unwanted behaviour and some unacceptable language has resulted in children receiving consistent messages about what is acceptable and has had some positive impact for an inclusive play scheme for all.

A range of dressing up clothes, dolls and a home corner provide opportunities for role play and support communication, language and literacy skills. Children have access to a keyboard, a play station and a 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	3
The effectiveness of the setting's engagement with parents and carers	3

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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

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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