

Addiscombe Childcare Centre

Inspection report for early years provision

Unique reference number EY288562
Inspection date 30/11/2009
Inspector Kanwaljit Singh

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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

Addiscombe Childcare Centre is one of five after school clubs managed by Play Plus. Play Plus is a charitable organisation working to provide supervised play activities for primary school children in the borough of Croydon.

The club opened in 2000 and operates from the dining hall in Davidson Primary School. The group also has use of a creative area, office, designated children's toilet and cloakroom facilities and the school's outdoor play area. The club does not have sole use of the premises during session times.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children may attend the club at any one time. The club is open each weekday from 7.45am to 9.00am for breakfast club and 3.00pm to 6.00pm term time. The centre also offers a holiday play scheme during the school holidays which opens from 8.30am to 6.00pm. This inspection focused on the after school provision.

There are currently 53 children aged from four to 14 years on roll. The club supports children with special education needs and/or disabilities. The club employs 11 members of staff; of these, eight hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy choosing and playing games and have good opportunities to develop their independent learning skills. Children in the early years age group are well supported by the older children so that they feel happy and comfortable. Children who have special educational needs and/or disabilities are well supported. Leadership and management have not followed appropriate procedures to support changes of management. There are weaknesses concerning staff's understanding of the Early Years Foundation Stage and their deployment to support behaviour management and safety. The centre has successfully addressed the issue from the previous inspection and has satisfactory capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- improve staff training and deployment to ensure they have a secure understanding of the Early Years Foundation Stage and of behaviour management
- improve security with particular regard to ensuring that children do not have unsupervised access to the cloakrooms and to the door leading to the playground and ensure that parents do not walk through the hall to collect

- their children's bags and coats
- link children's assessments to the six areas of learning and share with the early years teachers in the schools
- share planning of activities with parents, seek their views and involve them in their children's learning and enjoyment.

The effectiveness of leadership and management of the early years provision

The club has effective policies and procedures in place to ensure that children are safe and secure, although some procedures are not conscientiously implemented. Records of fire drills, risk assessments and any accidents are rigorously recorded. Attendance registers record the time of arrival and parents are requested that they must sign when they collect their children. As this practice is not yet fully embedded staff check with every parent to ensure they have signed. Most parents and carers unnecessarily walk through the hall unchecked to collect their children's coats and bags creating a safety issue. When this was pointed out, the manager began requesting parents to wait at the door for children to come to them. The staff have training in child protection procedures and have undergone appropriate Criminal Records Bureau checks. The manager is planning to attend the Early Years Foundation Stage framework training in the very near future to develop her understanding and knowledge of the requirements.

All resources, games and toys are well used to extend children's enjoyment and learning in all six areas. Staff ensure that all children, including those from minority ethnic groups and those who have special educational needs and/or disabilities, have equal access to all resources. Partnership with parents is good and they are welcomed by the staff when they come to collect their children and are kept well informed about their children's well-being.

The centre staff have close links with the schools and informally talk with teachers about the children's welfare when they collect them. However, they do not share any assessments they make of children's progress with the early years teachers in the schools. The centre has successfully implemented the recommendation from the previous report. The manager knows the strength of the centre and areas for further development, and consequently, has satisfactory capacity to move the provision forward.

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

Children enjoy coming to the centre and confidently make choices of what games they are going to play and who they are going to play with. When they arrive at the centre they are encouraged to read their home reading books while staff set out activities, as they have access to the hall only after school finishes. Children's independent skills are well developed. They choose activities, concentrate and persevere until they get the desired results. For example, a group spent a long time dressing dolls and setting up their homes arranging furniture and decorating

the interior while another group enjoyed playing the 'duck, duck and goose' game for over three quarters of an hour. Some children made their Christmas aprons, but opportunities to design, draw and cut were lost with staff doing most of it for them. Most children play amicably together sharing games and materials. They care for each other and show respect for staff and children, but sometimes groups of children wander around unsupervised in the cloakroom area and near to the door leading to the playground. This impacts on their safety as children can open the door to get out. Staff do not consistently check this.

There is a satisfactory range of games, toys and materials to extend children's learning. The outdoor area is available for children for sporting activities but it was not used on the day of the inspection as it was too dark in the absence of lighting facilities. This resulted in some older children getting noisy and boisterous. Some staff rely heavily on the manager to correct behaviour and to get children engaged in the activities and do not consistently take their own initiative in this area.

Planning takes some account of children's needs and interests and activities cover the six areas of learning for those in the early years. Children are asked which games they would like to play. However, planning of activities is not shared with parents to keep them informed and their views are not sought in order to involve them further in their children's learning and enjoyment. Staff have started observing and recording children's progress. However, these are not yet linked to the six areas of learning therefore, tracking and measuring of children's progress is not robust.

Understanding of healthy eating is well promoted and as a result children know what contributes to a healthy lifestyle. They enjoy healthy snacks at the centre and this time is well used as a social occasion when children sit together and indulge in conversation. Whenever they can use the outdoor area they enjoy sporting activities. Children in the early years are developing good independent skills and there is satisfactory support for them to extend learning in other areas. This prepares them satisfactorily for the next stage of their learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	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	2
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