

# Cornwallis Play & Youth Project

Inspection report for early years provision

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**Unique reference number**

EY229665

**Inspection date**

17/02/2010

**Inspector**

Anneliese Fox-Jones

**Setting address**

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**Telephone number**

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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**

Cornwallis Play and Youth Project is one of a number of provisions run by Islington Young People's Services. It opened in 2002 and operates from a log cabin, with access to two group rooms, one enclosed sports pitch and an open area for outdoor play, in the London borough of Islington. The centre is open Tuesday to Friday, from 4pm to 7pm and Saturdays from 11.30am to 4.30pm, during term-term and each weekday, and from 8am to 5.30pm during school holidays.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children from five years to under eight years may attend at any one time. There is currently one child in the early years age group and 24 children in the later years age group on roll. Children over eight years also attend the centre.

The centre employs three permanent and four part-time members of staff. Of these, all permanent members of staff hold appropriate play work qualifications, and of the part-time members of staff three hold appropriate play work qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children of all ages settle well at the holiday play scheme and develop good relationships with staff. The practice is inclusive and positive steps are taken to ensure all children can fully participate. Children enjoy their time in the setting and are actively engaged in their play, which supports their welfare, learning and development well. Children are mostly safeguarded, although there are currently weaknesses in the attendance and vetting records. Children benefit from a worthwhile partnership with parents, which ensures children's needs are met and they are fully supported. The setting shows commitment and capacity to make further improvements and are keen to further develop systems to monitor and evaluate the quality of the provision.

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

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

- put in place an accurate daily record of the children's hours of attendance (Documentation) 05/03/2010
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of the CRB disclosures obtained and the date on which they were obtained. (Suitable people) 05/03/2010

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

- develop reflective practice, self-evaluation and quality improvement processes as the basis of ongoing review, to identify the setting's strengths and priorities for development.

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

The provision is generally led and managed professionally and smoothly on a daily basis. There is an effective partnership with the parents and staff have a good knowledge of each child's individual needs. They obtain valuable information about children before they start the setting, which is used to plan and track children's learning and skills. Staff are knowledgeable, suitably qualified and experienced. This enables them to focus on promoting children's welfare, learning and development. There is a common sense of purpose between staff who work well together. Monitoring of the day-to-day running of the provision and frequent meetings for the staff, ensure staff are informed of the policies and on children's individual needs. On the whole, the group takes steps to ensure they safeguard children effectively. For example, they keep the premises secure, children are supervised very well by the staff to ensure their safety and robust risk assessments are regularly carried out. However, some records and procedures that further safeguard children are not fully maintained, which means children's safety can not be fully assured. These include recording the detail of children's hours of attendance and keeping an up-to-date record of CRB disclosures for all staff. However, the manager has a positive attitude to developing their practice through self-evaluation and has generally improved documentation to ensure that the recommendations made at the last inspection have been appropriately met.

Children are able to freely play in a setting which is made attractive by the efforts of adults, who set up a different range of equipment every day. An appropriate range of resources are made available to build on children's interests and skills and to support children's learning. Adults both support children's independent choices and lead activities as they play and so enhance their learning, experiences and understanding. The environment is mostly safe and welcoming to the children. Good use of space, resources and staff deployment ensures routines and activities run efficiently in an inclusive environment that is secure and encourages all children to be supported and integrated. The provision promotes inclusive practice by providing equal chances for all children and encouraging all children to participate in activities, whilst providing a range of alternative choices for those who wish. Children and their families from all backgrounds are welcomed into the group. Parents receive useful information about the provision and the activities that are planned for the children. Clearly written policies and procedures are in place and partnerships with parents is highly valued and supported through ongoing communication. The manager is aware of the importance of building links with other settings to share the delivery of the Early Years Foundation Stage, where this is applicable and demonstrated how this can be achieved.

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

Children are busy and show interest in the activities on offer. They enthusiastically take part and enjoy using the outdoor play equipment, often taking challenges in climbing, balancing, swinging and problem solving, whilst manoeuvring around many obstacles. Children's progress in the setting arises as they access a range of activities that are both child and adult-led. The setting uses its partnerships with parents and observations by key persons to gain an understanding of children's individual starting points. Basic assessments undertaken are unobtrusive and allow adults to understand individual children's learning styles. Planning is collaborative, regular and based on children's interests, responses and needs. Staff support children's choices well, as they decide to play outdoors, use the adventure play equipment or play inside with art resources to make their own inventions. The setting has a good understanding of how children learn through play, exploration and firsthand experiences. All areas of learning are given appropriate attention, for example, children can use a computer and are given many different opportunities to develop their creative and physical skills. There are also opportunities to extend children's learning in other areas of learning. For example, games such as Connect Four, imaginative play in the role play area, and developing valuable social skills as they learn to share resources and respect others' needs.

Outcomes for children are promoted well by the setting. Children enjoy what they do and are very happy as they make choices, use their imaginations and have conversations. Children explore the potential within the setting well and show that they think about what they want to do. Many effective procedures promote children's welfare and safeguard children's health and well-being. For example, staff support children effectively through encouraging an awareness of hygiene and personal safety. Children feel safe and have an understanding of keeping themselves safe. For example, they are encouraged to learn their own home telephone numbers and addresses in case of an emergency. They also explore fire safety, healthy eating and anti-bullying projects. Children's good health is promoted through the many opportunities they have to be physically active, such as the free access to the playground, sports pitch and the organisation of games. Drinking water is made readily available throughout the day and children who stay for lunch are provided with a variety of freshly cooked meals. Children are forming good relationships with others and confidently communicate with adults and their peers. Encouragement is regularly used to promote children's self-esteem and confidence, and positive role models help guide children to behave well. Children show the ability to share, take turns and manage their own behaviour. Overall, children are active and interested within their environment, they have established secure and comfortable relationships.

## 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	2
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	2

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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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