

KIDS Hackney Adventure Playgroud

Inspection report for early years provision

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Inspection date 15/04/2010
Inspector Lynn Palumbo

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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

Kids Hackney Adventure Playground opened in 2004. The provision is an adventure playground for children and young people aged five – 19. They provide the opportunity for stimulating, inclusive play on a closed access site. The Playground is situated next to the Lea Valley Nature Reserve, behind Springfield Park. It is an accessible green space within an urban environment, where children can freely choose their play in a setting that is supportive of their requirements. The playground provides a range of indoor and outdoor activities and caters for individual, group, quiet and boisterous play opportunities. No children were present at the time of inspection.

Priority is given to special educational needs and/or disabled children and young people and their siblings, however, young people within the age range living in the surrounding community are welcome.

The provision is open is term time: School and Community Sessions -Tuesday to Friday 10am to 3pm. After School Club - Tuesday to Friday 3.30pm to 6pm. Saturday/Sunday Clubs - 10.30am to 4pm. School Holidays: Monday to Friday 10.30am to 4pm

There are four members of staff, three of whom hold appropriate NVQ level 3 play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team support children's play very well and they are making good progress in their development. They meet the individual needs of the children by the high quality provision they offer and by working positively with their parents and other professional organisations. The management team have the capacity to self-evaluate the practice with children and strives towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- provide evidence to Ofsted that at least one person holds a paediatric first aid qualification (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 14/05/2010
- provide evidence to Ofsted that an action plan for a full and relevant level 3 NVQ qualification will be completed by the manager. (Suitable people)(also applies to both parts of the Childcare Register) 07/05/2010

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

- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The registered person ensures all staff working on the premises are vetted and suitable to be around the children. The manager is well informed about safeguarding procedures. She has relevant training and shares the knowledge and understanding with the whole team. The manager and staff have good knowledge of hazards that could harm children within the provision; a record of risk assessment for every area that children play is in place. This ensures any potential hazards are promptly recorded and minimised. However, the record of risk assessment does not contain details of risk assessments conducted for outings. The registered person's support for the staff to gain qualifications to aid their professional development is strong. Although, the manager has not held a full relevant level three qualification, she is completing a NVQ level six play work leadership and management course. Although this is a breach of regulation, there is little impact on children because the manager has a wealth of experience working with special educational needs and/or disabilities. A range of policies, including equal opportunities, are in place and shared with parents to ensure they are aware of the provisions professional responsibility. Although, staff hold first aid at work qualifications other staff present could not provide evidence that they hold a suitable paediatric first aid qualification. This may delay a child's emergency care in the event of an accident and is a breach of regulation. A fire plan is in place and is supported by regular evacuation practices with all the staff and children.

Management and staff effectively use the space available taking into account the children's needs. They regularly change the wide-ranging resources and ensure children know where they will be learning, for instance, within the creative area. This ensures children's routine is consistently maintained so they feel safe and secure in the setting. The staff use a picture exchange system and symbols to ensure children know their routine and can communicate well. The outdoor play area is organised so children have optimum opportunities to develop physically within an adventurous environment. The sensory room provides children of all abilities an exciting opportunity to experience a variety of sights, sounds, textures and movements. The soft play room is well resourced and padded with good quality equipment.

The manager has various systems in place to self-evaluate, staff's views are considered and they have identified areas for development. The provision has recently achieved their Quality in Play accreditation from Play England. This accreditation acknowledges they are providing a good play experience for disabled children and young people. In addition, all the recommendations from the previous inspection have been met. For example, children are provided with an appropriate

range of resources to foster an awareness of diversity in society.

The level of engagement with parents and carers is excellent. Parents can receive a home visit before their children start at the provision. This ensures children settle well with their play leader. Staff arrange consultation time so that parents and key staff can share and develop care plans. Parents say 'my child is more relaxed and his behaviour has improved. There are so many resources and I love it when he comes home telling me about all the fun activities he has enjoyed.'

The effectiveness of partnerships is exemplary. The provision liaises with the family support package to provide transport at the beginning and end of the day. The National KIDS Organisation to involve children in a successful adventure to Epping Forest. This ensures children's play is further extended and they develop a wider understanding of the world. In addition, in collaboration with Hackney Ark the staff are fully prepared to offer short break sessions and new Sunday club.

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

The management team and play leaders have a comprehensive understanding of children with special educational needs and/or disabilities. Play leaders observe the children's individual learning and record their development in their care plans.

Children are developing a friendly relationship with their play leader, expressing their thoughts through body language if they are non-verbal. They are beginning to socialise with their peers, exchanging smiles and often joining in with a game of chase. Children are attending very well to their self care needs, taking responsibility for their own belongings and personal hygiene. Children show they feel safe in the way they participate in their routines and the play leaders ensure they know what routine to expect. This reinforces children's security at the provision. Children are actively encouraged to make choices and decisions. They choose what they would like to play with and they know they are expected to help put their resources away at tidy up time. The play leaders provide children with a range of materials and media to explore. They encourage the children to become confident and create pictures according to their own ideas. Children make good use of the stimuli in the sensory room. They recognise colour from the coloured bubble tubes and become mesmerised by the calming effects of the fibre optics. Children have very good opportunities to develop physically. They explore the outside areas with excitement. They run along activity frames, swing on their favourite seat and explore the sand pit. Themes and topics are chosen to develop children's knowledge and understanding of the world around them including cooking vegetables that have been grown in the allotment. In addition, they have visited Epping Forest exploring the forest with their play leaders and members of the 'Forest Tribes'. Children learn about a diverse culture as they celebrate the festival of light.

The key worker states through discussion that children are learning to adopt a healthy lifestyle. Parents provide their child's packed lunch and water is always accessible. The healthy eating advisor informs parents about healthy eating and

she accompanies children at lunchtimes to discuss the benefits of healthy eating. Children wash their hands before eating and after using the toilet facilities. Overall there are effective measures within the setting to ensure that children play safely. Each child is risk assessed and parents and other outside agencies are involved when required. Older children who also participate well in the variety of resources available are learning to respect the younger 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1
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:

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 action as specified in the early years part of the report (Welfare of the children being cared for)(Qualifications and training) 14/05/2010

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 part of the report (Welfare of the children being cared for)(Qualifications and training) 07/05/2010