

Hampstead Community Centre

Inspection report for early years provision

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Inspector

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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

Hampstead Community Centre was registered in 1992. The registered body of this setting is Hampstead Community Action Limited. This setting provides holiday and out of school care provision. The premises are situated in Hampstead in the London Borough of Camden. The after school club operates in the hall of the Community Centre, with access to a kitchen and toilet facilities. There is no outdoor play space.

The after school club and Holiday play scheme is registered to care for a maximum of 16 children under the age of eight years; of these, not more than six may be in the early years age group at any one time. There are currently two children on roll who are in the early years age group. The after school club and Holiday play scheme is registered on the Early Years Register and compulsory part of the Childcare Register and operates five days a week during term time. Times of opening are 3:30pm to 6pm. An escort service is provided for two Schools. The Holiday play scheme opening times are 9.00am to 6.00pm, Monday to Friday. It operates in half term and Easter holidays.

The after school club provides care for children with special educational needs and or/disabilities and children with English as an additional language.

The after school club employs four members of staff. Four hold play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The after school club provides an inclusive service where all children are valued and treated with equal concerns. Children in the Early Years Foundation Stage are making satisfactory progress in their learning and development. However, the recordings of observation carried out is not used to assess where children are in their play and learning experiences so that they can be moved on to the next stage in their learning. Children's safety is generally secured through documented policy and procedures that are in place which are shared with parents for continuity of care for children. The manager demonstrates a sound commitment to developing practice and is beginning to identify priorities for development to ensure outcomes for children improve. In addition, the majority of the recommendations made at the previous inspection have been successfully addressed.

What steps need to be taken to improve provision further?

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

- use information gained through observations to assess, monitor and plan for children's next steps in all areas of learning

- develop further knowledge regarding safeguarding children procedures

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm and neglect because the manager and staff have a sound knowledge and understanding of how to protect children in their care. They know the possible signs and symptoms of abuse and know the appropriate procedures to follow should they have a concern about a child. The written safeguarding policy has been updated in line with the Local Safeguarding Children Board guidance and includes how allegations against members of staff will be investigated. Some staff are in the process of arranging dates to attend safeguarding training to update their knowledge in this area. Security and safety measures are in place and children are supervised well when they are escorted from local schools. Staff are suitably vetted and systems are in place to ensure that staff that are going through the vetting process are not left unsupervised with children. Appropriate recruitment and induction procedures further ensure staff are suitable to be in close proximity to children. Risk assessments identify some safety issues. Staff carry out regular risk assessments and daily safety checks to ensure that children are safe in all areas in the after school club.

Systems are in the early stage for monitoring and evaluating the quality of the service. The manager has made many improvements with regard to the recommendations made at the previous inspection. For example, children are provided with healthier snacks at snack times and parents can view a sample menu of this. There are now in place the required details for children for whom medication is administered to and parents' signatures are obtained. All staff details are now held on site with regards to staff's disclosure numbers. However, recording of a recent fire drill was not available for evidence for inspection purposes. As a result, the lack of this relevant detail limits the promotion of children's safety. Records, policies and procedures and all written consents are in place and are shared well with parents. Staff organises the hall environment and play resources well, enabling children to make choices freely and safely. For example, children choose from a range of fun and stimulating resources which include a balance of adult led and child initiated activity. This enables children to make independence choices.

Children are provided with opportunities to learn about their own culture and that of the diverse groups of people living in their community. This is well promoted through the good range of art and crafts resources which enable children to design cultural items, such as Chinese lanterns, mask and dragons that are displayed. This adds more detail when children celebrate cultural festivals. In addition, it creates an inclusive environment that encourages children to have a sense of belonging and promotes their self-esteem. Systems are in place to ensure children with English as an additional language make equal progress in their learning and development when this becomes necessary. For example, staff would use key words in children's home languages to communicate effectively with them. This helps them to feel settled. The manager demonstrates an encouraging attitude to liaising with professional agencies to ensure that children with special educational

needs and/or disabilities are equally provided for when this become necessary.

Staff work closely with parents to ensure individual children's welfare needs are met and they are kept fully informed about their children's time spent at the after school club. Parents are also informed about any information staff receive from their children's school, such as home work. This ensures children receive the full Early Years Foundation Stage learning and development requirement. Good links have been established with local schools, which ensures continued progression of children's care, learning and development. Parents are provided with newsletters every term so that they are kept well informed about future plans and events.

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

Children enjoy their time at the after school club and are making satisfactory progress in all areas of learning. Staff have a sound knowledge of the Early Years Foundation Stage and use this to plan and provide children with a wide range of purposeful play experiences. Staff make regular observations of children. However, they do not use this information to assess where children are in their learning in relation to aspects of the early learning goals, so that children can moved on to the next step in their learning and development. Displays of photography, posters and children's work make the organised environment welcoming to the children. Resources are presented on table tops and in areas of learning, allowing children to confidently select their own play resources. When it is tidying up time children take responsibility and eagerly put away toys and equipment in readiness for physical play times.

All children eagerly engage in a wide range of activities that are stimulating, fun and that motivate their creative abilities. In this area they are making good progress. For example, they participate in a range of activities such as model and sculpture making, opportunities to use cameras and make movies, make jewellery such as necklaces and partake in cooking sessions once a week. During this time children use weighing and measuring equipment. A balance between adult and child-led activities means that children are able to select activities that interest them and they are able to extend and develop their own play and learning. For example, children concentrate as they make a collage of a giraffe. Children have good opportunities to socialise with their peers during their school day as well as with their friends at the after school club. This effectively promotes their communication and language skills. In addition, children have good access to writing materials, such as crayons, pencils, paper and chalk. These support them in forming recognisable letters of their names and further equip them to write their names. These also help children in the development of their early writing skills. Children enjoy their time reading books, completing puzzles, building and constructing and are learning to solve simple problems and recognise numbers, shapes and colours during their play. During their time at school children have many opportunities to use information and communication technology equipment, such as a computer and software. Following on from this, at the club children have access to many programmable toys to support their learning about how things work, such as story tapes and cash tills. This enables children to develop their skills

for the future.

Children know how to keep themselves safe by following the club's safety procedures such as walking in pairs when they are escorted from school and to follow the green cross code when crossing the road. Children manage their own personal hygiene very well; they wash their hands after visits to the toilet and before snack times. This good hygiene practice carried out by the children ensures that the risk of cross infection is minimised. Related policies and procedures are used effectively and staff have good understanding and take the necessary action regarding the care of a sick child. Also, the required documentation is in place for the recording of accidents and medication when this is administered.

Parents discuss with the staff about any dietary needs their child may have and this is recorded. Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. For example, sandwich fillings such as honey, cream cheese and marmite. Fresh drinking water is accessible to the children throughout the time spent at the club. Also, they are offered orange juice at snack times. Children benefit from an active lifestyle and this is promoted through physical education exercise they receive at school. In addition, at the after school club space is provided so that children get involved in more physical games such as football, musical bumps, dock dock goose games, and do silly races. Children's emotional well-being is nurtured. They are developing friendships with each other and they generally behave well. Children know what is expected of them with regards to their behaviour, because they participate in putting together ground rules of the club. Due to this they are aware of the boundaries and behaviour that is expected of them during their time at the club. This enables children to think about other's feelings, respect their peers and accept each other for their differences.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	3
The extent to which children make a positive contribution	2
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:

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 section of the report (Suitability and Safety of Premises and Equipment) 14/06/2010

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:

- ensure there is systems in place for dealing with complaints, in particular a method to log any complaint made by parents 14/06/2010