

KIDS Hayward Adventure Playground

Inspection report for early years provision

Unique reference number	EY274361
Inspection date	13/05/2010
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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).

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 Hayward Adventure Playground was registered in 2004. It offers out of school and day care provision for children with special educational needs. It operates from a single storey purpose built building and consists of three rooms including a soft play room, sensory room, a kitchen, office and bathrooms. It is situated in the London Borough of Islington. All children share access to a secure, enclosed, outdoor adventure play area.

The setting offers after school sessions each weekday from 3.30pm to 5.30pm and holiday play schemes from 10.15am to 3.15pm. Various pre-booked day time play sessions are also available for children to attend with their carers and teachers. Weekend play sessions are also available. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children between the ages of five to eight years may attend the provision at any one time. There are currently 29 children under eight years on roll, of which four are in the early years age group. The setting also cares for a number of children over the age of eight years.

The setting employs three full-time, permanent members of staff, all of whom hold appropriate play and early years qualifications. The setting also employs a number of temporary staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kids Hayward Adventure Playground provides a welcoming and inclusive environment for children with special educational needs and their siblings. Children's welfare is effectively promoted as staff are fully aware of each child's individual needs. All staff are aware of safeguarding processes and procedures which they adhere to in order to keep children safe. Children are supported to enjoy and achieve as due focus is given to promoting their interests and allowing children to take the lead in their play. There are on the whole very positive partnerships in place with parents and the schools that children attend, which results in an integrated approach towards children's care and learning. The setting has made good progress in addressing the actions raised at their previous inspection and self-evaluation systems are evolving.

What steps need to be taken to improve provision further?

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

- develop further ways of communicating with parents to maintain a regular two-way flow of information
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting has developed a broad range of records, policies and procedures to support the safe management of the provision. All essential documents are in place to meet the requirements of the Early Years Foundation Stage. Children's safety and welfare is given due emphasis as staff ensure that they have detailed information about every child before they attend. Children requiring specific medical support whilst attending the setting have their needs met as staff attend specialist training sessions so that children can be fully included in the setting. The staff team maintain appropriate risk assessments for the environment and for all the outings that they enjoy with children to ensure that risks are minimised. The setting has good vetting and recruitment systems in place so that all staff working with children undergo appropriate suitability checks. Staff induction includes health and safety issues along with the procedures for safeguarding children. The manager and deputy of the setting promote positive role models they ensure that the staff team are well-deployed and understand their roles and responsibilities.

Children have independent access to all areas of the premises and to the extensive outdoor play facilities. Staff operate a free-flow environment whereby children can choose to move freely from the indoor to the outdoor play areas. Children access a broad range of resources and activities which offers them a wide range of challenges. The majority of resources and equipment is adapted to meet the needs of the children, thus ramps and pathways are made accessible for wheelchair access. Since the last inspection the setting has built a new decking area with a sunken sand pit, this area is very popular and fully utilised by children who particularly enjoy sensory play. The setting demonstrates a commitment to wanting to develop and improve their service for the children who attend. They have participated in quality assurance programmes such as promoting 'Quality in Play'. They have worked hard to address the actions raised at their previous inspection which included improving their documentation and updating their knowledge. The manager and deputy have attended further training to extend their knowledge and understanding of the Early Years Foundation Stage. They have implemented required documents to support the management of the setting which has helped to improve the overall organisation of the provision. Self-evaluation systems are clearly evolving although need to remain a focus so that clear targets can be set for future improvement.

The staff team value working in partnership with parents, schools and all agencies involved with the children. The majority of children attending are referred to the provision through social services thus positive links have been developed to ensure that the individual needs of all children can be catered for. For example, some children may attend who require one to one support. Newly introduced settling-in forms allow staff to gather comprehensive information about the children, which records not only their physical needs but information regarding what they enjoy to do. Consequently, staff can plan these experiences for children when they are settling into the provision. Staff admit that engagement with parents is more difficult as the majority of children arrive and depart on community transport.

Although there are positive lines of communication available over the telephone, this is an area where staff need to think of other ways of keeping parents informed and involved in their children's experiences at the setting.

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

Children are happy and settled within this setting. It is clear that they have developed secure and warm relationships with the staff team as they respond well to the adults who care for them. Children benefit from the flexible approach towards the planning and organisation of the activities and experiences they enjoy. Staff demonstrate that activities are tailored to the needs and abilities of individual children. For example, children with limited verbal communication make their choices known as they take staff to the sink where they proceed to play with the water. The staff member supports children's interests by providing further water play opportunities in the garden. Children demonstrate their delight as they play for extended periods with their choice of resource. Children are confident to express that they would like to eat their tea outside in the garden. They competently take themselves to an area in the garden where they would like to sit and eat with a friend or with a member of staff. These are relaxed social occasions where children chat comfortably with staff and their peers.

Children are developing good independence skills as they successfully access all areas of their environment. Children using wheelchairs make their wishes known as they inform their key person that they would like to go outside or that they would like to play with the sand. Staff effectively communicate with all children as they use sign language and makaton so that all children have a voice. Children have good opportunities to develop their physical skills as they ride bikes, climb, and swing and run around the extensive outside play area. They learn about nature and the environment as they help to plant and take care of their vegetable patch in the garden. Many children enjoying cooking, they help to wash and prepare vegetables for their tea. Children explore many creative pursuits and sensory play activities as they have access to sand, water and painting resources. They enjoy problem solving games such as snakes and ladders which is also available outside in the garden. Children on the whole are busy and happy as they engage within experiences that challenge and excite them.

Children's well-being and safety is promoted through many positive practices within the setting, for example high staff ratios ensure that all children are effectively supervised and consequently have their individual needs met. Staff support children to learn how to play safely as well as giving them opportunities to take risks in a safe environment. For example, older children enjoy the challenge of climbing trees. Children are provided with healthy snacks and meals. They demonstrate that they enjoy their food as they tuck into vegetarian curry with rice and yoghurt. Staff foster good personal hygiene as they support children to wash their hands before eating their food. Overall, relationships are very good and children's behaviour is managed well. Children are developing many valuable skills which help to set secure foundations for their future learning and development.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
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	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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