

Rowdown Childcare Centre

Inspection report for early years provision

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Inspection date

28/06/2010

Inspector

Joan Lindsay

Setting address

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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

Rowdown Childcare Centre was originally opened in 1993 and changed its charitable status in 2004. It is located in the grounds of Rowdown Primary School. It is one of a number of out of school and holiday play facilities run by Croydon Play Plus. The centre is registered on the Childcare and the Early Years Registers. It is registered for after school and holiday care for up to 43 children aged four upwards. There are currently 36 children on roll with only one aged four. The centre is open five days per week in school term from 15.00 to 18.00. It is open during the school holidays from 8.00 to 18.00. It is not open during Bank Holidays, during Christmas holidays or for the first two weeks of the summer holidays. The setting supports children with special educational needs and/or physical disabilities. There are four full time staff members and one part time. The setting managers are trained to equivalent NVQ level two and three and other staff members are working towards their qualifications in child care and play work. The centre has the use of two playrooms, a reception and cloakroom area, a kitchen, office, toilets, a playground and a field.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall effectiveness of Rowdown Childcare Centre is satisfactory. Boys and girls enjoy attending as the staff know them well and provide a happy environment in which they feel safe. The centre practice is fully inclusive, where all children are treated with equal concern. There is a willingness of all adults to develop their knowledge of Early Years Foundation Stage practice, indicating that there is a satisfactory capacity to improve the provision further.

What steps need to be taken to improve provision further?

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

- ensure children have access to a supply of sunhats and parents are advised to apply or provide written agreement to apply sun cream
- ensure staff are trained appropriately to extend their understanding of the Early Years Foundation Stage
- develop a system of self-evaluation to strengthen understanding of the setting's strengths and areas for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Good, clear policies are in place and record keeping is robust, as seen for example in the detailed information of any accidents or illnesses that occur. Safeguarding procedures are secure and staff are appropriately checked. Although staff are

trained adequately to meet the needs of the older children, there is recognition that some newer staff require further training to meet the needs of the higher number of Early Years Foundation Stage children expected from September 2010.

Assessment information for children in the Early Years Foundation Stage includes a basic record of what they can do when they first attend, an 'All About Me' form, and notes are taken of their achievements. At present, however, these observations are not used consistently to monitor their progress and plan activities appropriate for their age and stage of development. Although there is an awareness amongst staff of the strengths and areas for development, the setting does not have a formal system in place to evaluate the provision and establish priorities for improvement.

Staff have a good knowledge of each child who attends the setting, including their individual likes and dislikes, and they are fully supportive of children with specific needs. As a result, equality is promoted well and all children fully included. Resources are used effectively so that children have plenty of activities to occupy themselves indoors and out. They are able to move in and out as they please, with adults vigilant and careful to ensure both areas are properly supervised. Staff have forged a strong partnership with parents, and offer daily feedback for those who want it. Parents spoken to are very appreciative of what the setting offers their children, in particular the support given to those who have specific needs. The setting has been less successful making links with the schools children attend, despite making efforts to do so. There have been good improvements since the last inspection with all the areas for concern addressed effectively.

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

No children in the early years age range were present during the inspection. However, it is clear that adults ensure all children are made to feel welcome and that children who attend do so happily. They are aware of the routines, for example, they know they must not go outside until an adult says they can. Their social skills are extended well through sitting down to eat tea together. The adults also talk to them while they are playing, engaging them in meaningful discussions such as whether toys, games and some television programmes enforce stereotypes. Children have a free choice of games and activities which helps their independence, but if they seem at a loose end or have been on the same activity for a while, adults suggest something else to occupy them. All the children spoken to say they really enjoy coming along after school and some were reluctant to leave when it was time! Adults are good role models. They join in with the children's activities with enthusiasm and accommodate children with special needs well, finding activities that interest them.

The healthy food provided, encouragement to drink lots of water and the opportunity for physical exercise in the extensive outdoor area contribute to children having a satisfactory understanding of how to be healthy. They show a good understanding of dangers and how to stay safe. However, there are no arrangements in place for children to be provided with sunhats or sun cream to ensure they are fully protected outside where there is very little shade. Children's

behaviour is seamlessly managed because adults know the children so well. As a result minor disputes are resolved quickly and children get on well together, respecting others' needs. They cooperate in the games they play, such as table-football or just socialise with each other as well as adults whilst sitting quietly colouring-in. They have good levels of confidence with all adults and are polite and friendly.

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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