

Kenmore Park Children's Centre

Inspection report for early years provision

Unique reference number

EY396688

Inspection date

23/06/2010

Inspector

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The setting was registered in 2010 and offers an after school service to children attending Kenmore Park First and Middle School. The setting is based within Kenmore Park Children's Centre and is only open to the children who attend Kenmore Park School.

The setting is open Monday to Friday from 3.30pm to 5.45pm, term-time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for 16 children under eight years, with 16 children within the early years age group. There are currently four children on roll within the early years age range. Children within the later years age group are also in attendance.

There are three member of staff who work directly with the children, of these, all hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does not adequately support or enhance children's learning and development and children's individual needs are not identified or addressed. This is as a result of the staff's limited understanding of the Early Years Foundation Stage. Self-evaluation fails to identify a number of significant issues, therefore, affecting the setting's ability to identify areas for continuous improvement. Children's safety is not adequately promoted as the arrangements for safeguarding are not sufficiently robust and several of the legally required policies and procedures are not in place. There are some systems in place to share information with parents and others involved in the care of the children. However, these systems are still being developed.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the safeguarding statement has effective procedures in place for dealing with allegations made against a member of staff and ensure that all members of staff understand the procedures (Safeguarding and promoting children's welfare) 14/07/2010
- devise appropriate procedures to follow in the event of a child going missing (Safeguarding and promoting 14/07/2010

- children's welfare)
- devise appropriate written procedures for dealing with complaints from parents (Safeguarding and promoting children's welfare)(this also applies to the compulsory and voluntary parts of the Childcare Register) 14/07/2010
- devise appropriate procedures to follow in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 14/07/2010
- implement an effective policy about ensuring equality of opportunities (Safeguarding and promoting children's welfare) 14/07/2010
- ensure all practitioners have a clear understanding of their roles and responsibilities (Suitable people) 14/07/2010
- undertake sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 14/07/2010
- ensure each child is assigned a key person (Organisation) 14/07/2010
- improve the risk assessment record so that it includes information on who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 14/07/2010
- ensure that there is a named deputy in place who is able to take charge in the absence of the manager (Suitable people) 14/07/2010
- maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people)(this also applies to the compulsory and voluntary parts of the Childcare Register) 14/07/2010
- develop systems to evaluate the effectiveness of the setting to ensure that improvements are identified to ensure that every child's individual needs are identified and met (Organisation) 14/07/2010
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation). 14/07/2010

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment free of potential hazards as visual risk assessments are routinely conducted. However, the written records of risk assessments do not include all of the legally required information such as when they were carried out, by whom or a date of review. In addition, several of the legally required documents are not in place to ensure the children's safety, and the efficient management of the setting. For example, there are no written procedures

in place in the event of a child going missing or for the non-collection of a child. Staff are, however, clear about the signs and symptoms that may be displayed if a child is being harmed and the procedures to follow if they have concerns about the children. However, the written safeguarding policy does not adequately identify the appropriate procedures that should be followed if an allegation is made against a member of staff, also staff are not clear of the appropriate procedures that should be followed if there was an allegation of abuse made. This has a significant impact on the children's safety and well-being and they are legal requirements.

Staff are adequately deployed to ensure ratios are maintained. However, the setting does not have sufficiently robust systems in place to ensure the suitability of all those adults working directly with the children. For example, information about Criminal Records Bureau (CRB) disclosures is not adequately maintained for all staff. Also, the registered person was unable to produce records of the information used to assess the suitability of adults to demonstrate that checks have been done and that staff hold appropriate qualifications. This impacts on the children's safety and is a legal requirement.

Those in charge do not have clear systems in place to monitor the effectiveness of the setting. Self-evaluation fails to identify a number of significant issues. Strengths and weaknesses are not accurately identified and the action needed to make improvements has not been prioritised effectively. Staff are unclear of their roles and responsibilities, particularly with regard to managing the setting in the absence of the management team. In addition, there is no identified deputy in place to take charge in the absence of the managers. Consequently, this has a negative impact on the children's safety, welfare and well-being.

There are some systems in place to work with parents, staff provide parents with daily verbal feedback and a notice board is available which contains basic information about the setting. However, as staff do not conduct observations of the children's development parents are not able to be involved in their child's continuous learning. Also, there is limited information available to parents and carers about the procedures that should be followed if they wish to make a complaint. The setting is in the early stages of developing links with other professionals involved in the care and education of the children within the early years age range, particularly the school that the children attend. However, these links are still very much in their infancy.

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

In the main children are settled and involved in the activities on offer. Children are able to choose which resources they play with and spend periods of time busily engaged in their chosen activities. For example, children enjoy accessing the outdoor area where they play football or pretend to be doctors. The children have access to an adequate selection of good quality resources that are fit for purpose and which are easily accessible. They are stored at the children's level which enables children to make choices in their play. However, the staff do not support or complement children's learning as they have a limited understanding of the

learning and development requirements of the Early Years Foundation Stage. Staff are not aware of the children's progress, interests or abilities as observations are not conducted. Therefore, they are unable to adequately plan for the individual needs of all the children.

The setting does not place sufficient emphasis on inclusion as the individual needs of all the children are not adequately met or identified. For example, staff are unaware of the location of the forms completed by the parents, such as the 'All about me' forms which hold information such as the children's home languages, things that they like to do, religious customs and festivals. As a consequence, staff are unable to meet the individual needs of the children in their care. Children are not allocated a key person which would contribute to making them feel secure, confident and promote their self-esteem. In addition, the setting does not have an effective equality of opportunities policy in place. However, children do have some opportunities to learn about their own and other people's cultures. For example, the setting has undertaken projects which involved children looking at foods from around the world.

Children have some opportunities to develop their physical skills and health as they are able to access the outdoor area where they play football and can run around. Children are offered healthy food and drinks that take account of their individual dietary needs. They are provided with snacks such as melon and sandwiches. Children are reminded to drink lots of water in order to keep themselves hydrated in the hot weather. Children's safety is not adequately promoted as the arrangements for safeguarding children are not robust.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

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	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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 (Arrangements for safeguarding children and Suitability of persons to care for, or be in regular contact with children). 14/07/2010

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 compulsory section of the report (Arrangements for safeguarding children and Suitability of persons to care for, or be in regular contact with children). 14/07/2010