

The Malden Centre Creche

Inspection report for early years provision

Unique reference number	152872
Inspection date	26/10/2010
Inspector	Amanda Tyson
Setting address	The Malden Centre, Blagdon Road, New Malden, Surrey, KT3 4TA
Telephone number	0208 3367770
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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*.

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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

The Malden Centre is one of several holiday playschemes, after school clubs and crèches run by DC Leisure Ltd. It opened in 1992 and operates from a purpose built Leisure Centre in New Malden, Surrey, which is close to local transport links. All three provisions are included on one registration. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The holiday playscheme is registered for a maximum of 48 children aged from five to under eight years and there are currently 43 children on roll, of whom one is currently within the early years age range; children aged over eight also attend. The after school club is registered for a maximum of 32 children aged from four to under eight years and there are currently 44 children on roll, of whom two are within the early years age range; children aged over eight also attend. The crèche is registered for a maximum of 26 children in the early years age group, of these, not more than six may be under two years at any one time and there are currently 101 children on roll. A number of children attending the clubs speak English as an additional language. The provisions welcome children with physical and/or learning disabilities.

The crèche is open all year round during school term time and parents may leave the area. Children may attend from age six months to five years and sessions are from 9.30am to 12.00pm and 1.00pm to 3.00pm. The after school club runs five days a week during term time from 3.00pm to 6.00pm. Children are collected from local schools. The holiday play scheme runs during the school holidays from 9.00am to 6.45pm and offers an early drop off and late pick up facility. Children attend for a variety of sessions. The crèche and after school club share the use of a base room which has direct access to a small, secure outdoor play area. The playscheme use this area in the afternoons, but also make use of the play-park, located just outside the centre premises.

The majority of staff working in all three provisions club hold relevant childcare qualifications; the supervisors are all qualified to Level 3 in early years childcare. The inspection was conducted on one day during the school holiday, but many of the children attending the holiday playscheme also attend the after school club and leadership and many of the staff are the same for both provisions. The outcomes for children attending the crèche are included in this inspection. Although there were no children present, staff were.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The last inspection, in 2009, raised five regulatory actions to improve the outcomes for children attending the holiday playscheme. Leadership immediately, and successfully, targeted these with a well thought through action plan and the crèche and ASC have improved their 'good' provision further. Children's individual

needs are well supported by staff who know them well and who work in close partnership with parents and any other settings/agencies involved with children. As a result children are making good progress across all areas of their learning and development.

What steps need to be taken to improve provision further?

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

- devise a system for self-evaluation, to assess what the setting offers against robust and challenging quality criteria, and introduce a procedure for supporting the professional development needs of staff
- bring to fruition plans to develop the sensory area, opportunities for children to use technological equipment other than electronic television screen games, and the planning and provision of imaginative play
- ensure that each provision maintains their own risk assessment records of everything a child may come into contact with

The effectiveness of leadership and management of the early years provision

Children's safety is prioritised. All staff have been fully vetted by the Criminal Records Bureau. Supervisors have completed advanced child protection training and the entire team is secure in their knowledge and understanding of what to do if they are worried about a child's welfare. Risk assessment is rigorous and highlighted by procedures, such as for registering when staff and children leave the room to use the toilet and for ensuring that staff implement pool safety procedures. Records and documentation required for the safe and efficient management of all the provisions are in place and, in the main, well maintained and organised. The exception to this is the confusing system for recording risk assessments within the playscheme and after school club; some of these are separate and some are combined with the whole centre.

Children attending the crèche and after school club benefit greatly from the presence of familiar and consistent adults with whom they have strong trusting relationships; there is an effective key-worker system in operation. The newly formed playscheme team, whose enthusiasm and dedication to improving the outcomes for children is noticeable; are all very popular with the children. The centre is, overall, resourced with a good range of play and learning resources. Reflective practice is a driving force which leads to ongoing improvement within the crèche and after school club. The crèche role play area has been further developed since the last inspection and daily briefing and debriefing sessions mean that activities are planned to ensure the safe inclusion of a mixed age group. Art and craft resources have, since the last inspection, been made freely available within the after school club, effective partnerships have been established with the schools that children attend and the systems for monitoring their Early Years

Foundation Stage progress, through the use of observational assessments, has been further developed. Partnership with parents is a strong feature within all the provisions. Parents are fully involved in supporting their children's individual welfare, care, and learning and development needs. They are well informed about operational and regulatory matters. Parents are encouraged to share their views about the provision which their child attends. Their feedback is unanimously positive.

A formal and inclusive process of self-evaluation, and for supporting the professional development needs of staff is yet to be established. Imaginative play is, at times, undeveloped and school aged children have yet to be fully included in planning their own activity programme. This is however, fully acknowledged by committed and dedicated leadership. Now that the key deficits in the provision for playscheme children have been addressed they are ready to begin an exciting journey of further development. Innovative initiatives, such as for projecting photographs of children at play on the walls and ceiling, and for creating an inclusive sensory area for supporting children with special educational needs and for providing somewhere tranquil for all children to relax, are excellent examples of the capacity for the whole provision to achieve their vision of excellence in all areas. Overall, equality and diversity is well promoted.

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

During the school holidays children enjoy a good range of physically challenging activities, such as swimming, soft play and a variety of team games. School aged children enjoy visiting the park after school and during the holidays, and crèche children potter between indoors and outdoors watching the outside world as they play. School aged children benefit from a hot, and nutritionally well balanced, tea in the afternoons and are learning the importance of drinking before they feel thirsty. As a result, the foundations for all children to adopt healthy and active lifestyle habits are being firmly laid. Children are well cared for if they become unwell or have an accident because the centre boasts a medical room and a number of first aid qualified staff. Children are helped to understand the importance of pool rules. They know, for example, that running around the perimeter of the pool is dangerous, and regular emergency evacuation practice means that they know what to do, when and why. Road safety rules are reinforced during the walk from school to the club and when they visit the park. There are good opportunities for children to make their own assessments of risk, for example, when they use climbing apparatus or play on the bouncy castle. Children feel safe because they trust the adults caring for them. The staff all know the children very well, which is particularly impressive in the crèche as there are so many children on roll; most only attending for one or two sessions per week. The individually tailored settling-in procedure for new children within the crèche takes excellent account of parent-child separation anxiety; enabling the process to take as long as is necessary before parents leave children for the first time.

Babies and toddlers are consistently absorbed in play and learning. Music plays in

the background and staff are consistently engaged with the children. Their speech and language is being well supported and clearly demonstrated during story and singing times, and when staff 'make tea' in the home-corner with them. These young children create and design using a range of media, such as glitter, tissue paper, paint and colouring pencils. Playdough, sand and cornflour encourage children to experiment with texture. They use their critical thinking skills during block play as they work out how to make a tower of bricks balance, or when they are supported by staff to complete a puzzle. Staff use their observations of children to inform and guide activity planning. Crèche staff learn to speak key words of comfort in children's first language, which helps to soothe them if they become anxious.

Inclusive activity planning, for school aged children, is demonstrated by the freely available creative media, which enables children to design and make anything they want to, and when they want to. It is inspiring to see a group of girls engaged in sustained shared thinking with male staff as they work out how to perfect their models using complex construction sets, and to watch the enthusiasm of boys using pencils to create images that represent their current thinking or favourite superhero. Furthermore, to see those who speak English as an additional language translate diverse script into English and, with excellent staff involvement, encourage other children to notice and learn that print comes in both alphabetic and scriptural form. Children with special educational needs are well supported by staff with a good level of experience and high levels of proactive commitment towards inclusion. However, school aged children are uninspired by toddler stage 'play kitchens' which are equipped with plastic play food. They have limited opportunities to initiate and lead their own play. Children have some good ideas for future activities, for instance 'bowling', and the team are beginning to see, through reflective practice, the benefit of seeking their views more frequently. Overall children are happy and enjoy their play experiences within the centre.

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

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

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	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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