

Kenmore Park Children's Centre

Inspection report for early years provision

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Inspection date	19/01/2011
Inspector	Seema Parmar
Setting address	Warneford Road, Harrow, HA3 9HZ
Telephone number	020 8416 8400
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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

The setting 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. There are currently four children on roll within the early year's age range. Children within the later year's age group are also in attendance.

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

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Children are cared for in a safe and stimulating environment where they feel secure and happy. They are involved in a good range of activities, which are provided according to their interests. However, due to the lack of effective organisation in the grouping of the older and younger children the needs of the younger children are not always met. Self-evaluation is in the early stages and the manager is keen to develop the provision further for the benefit of all the children. Partnerships with parents are appropriately fostered and contribute to the children's welfare.

What steps need to be taken to improve provision further?

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

- review the planning and organisation of systems to make sure that grouping of the older children does not adversely affect the care and learning experiences of the younger children
- develop effective strategies to manage children's behaviour that are appropriate for their stage of development and individual needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. Staff have a sound understanding in how to recognise signs and symptoms of abuse, as well as the procedures to follow if there are any concerns. Suitable recruitment procedures are used to ensure that all adults

working in the setting are suitable to be with the children. Children are secure in the club; staff complete daily risk assessments to ensure that children play and learn in a safe environment.

The club has shown steady progress and improvement. They have addressed all of the actions raised at the last inspection; for example, records, policies and procedures for the safe and efficient management of the setting have since been reviewed. The setting has begun to self-evaluate, with close support from the local authority early years team. They identify strengths and areas to make improvements and prioritise these well, in order to improve outcomes for children.

Staff provide a welcoming environment. Children can choose to relax or be active, with access to a good range of well organised resources. Inclusive practice means that the children and parents know what is happening each day, leading to a feeling of security; for example, the weekly plans displayed help children and parents to be aware of the activities on offer. Staff get to know children as individuals, consequently they meet their individual needs. Staff help children to develop a positive attitude towards people's differences, by providing a varied range of resources and activities that reflect diversity.

The setting establishes suitable partnerships with parents. All relevant information is exchanged at the end of the session to ensure consistent and appropriate care is provided. Parents state that they are happy and praise the club and the staff for their friendliness and approachability. The staff are working towards establishing working relationships with the schools they collect children from, to further support the children.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed and welcoming environment. They make their needs known and enjoy sharing experiences and their ideas with staff, who are friendly and interested in them as individuals and put them at ease.

Planning is securely based on the children's interests and ideas. Children make spontaneous choices from the varied range of toys and equipment available. At times, children play well on both self-chosen tasks and adult-led activities. Older and younger children play and interact together. The younger children are provided with activities that are stimulating and fun; however, due to the lack of effective organisation in the grouping of the older and younger children, the needs of the younger children are not always met. Children use language well to communicate. They initiate conversations, describe what they are doing and organise their own play; for example, they initiate their own talent show where they show confidence and pride, as they dance and sing to music that they have selected.

Children develop an understanding of the world. They celebrate events, such as, Black History month and Diwali. Children can access a good range of books in a comfortable book corner, where they can relax on comfortable seating and soft cushions. Children are able to play outside on the school playground; which is safe and has a good range of markings to encourage imaginative play, so that they

have exercise and develop their team building skills. Children and staff also have great fun in the outdoor play area, as they play a ball game of kicking, throwing and catching.

Children learn about keeping safe. They practice the fire drill and learning about what to do in the event of a fire. Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene and learn to make healthy choices in what they eat. Children choose from a good range of fruit, cereals with milk and dried raisins for their tea. Tea time is a social time for children, who sit and chat with each other and staff. Children develop independence and develop skills for the future as they help set up the table, pour their own drinks and select their own snacks when they are passed around the table.

Children are encouraged generally to be considerate to others. However, staff do not manage children's behaviour effectively, in order to help them understand and maintain the club's rules. Behaviour management strategies have not had as much impact on the older children. This means that, although they are safe, younger children do not always have good role models to follow.

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	2
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met