

# Poolside Manor Camp's at St Mary's CE Finchley

Inspection report for early years provision

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<b>Unique reference number</b>	EY398821
<b>Inspection date</b>	21/12/2010
<b>Inspector</b>	Seema Parmar
<b>Setting address</b>	St. Marys Primary School, Dollis Park, LONDON, N3 1BT
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<b>Type of setting</b>	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**

Poolside Manor Camp Holiday Play Scheme registered in 2009 and is one of two settings run by Poolside Manor Limited Company. The setting operates within St Mary's school in Finchley, in the London Borough of Barnet.

Children have access to the atrium, the dining and physical education halls, year 1 and reception classes and the nursery unit.

The club operates during school holidays. Sessions are from 10am to 4pm with an early start at 9am and late finish, at 5pm available.

The setting has nine children on roll in the early years age range.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 200 children may attend, including 100 children within the early year's age group.

The setting employs a core staff team and at least half of the staff have an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The play scheme provides a warm and inclusive provision where children have fun, are happy and settled. Children are valued as individuals and feel a good sense of belonging at the setting. Documentation relating to staff and children's individual needs and care routines are mostly in place; however, some required paperwork is missing. Good partnerships with parents are used to promote children's welfare. The setting evaluates the effectiveness of the provision very well and has clearly identified areas for future development, to make improvements for children.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- complete a risk assessment for all off site trips and outings, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (safeguarding and promoting children's welfare) 12/01/2011

- request written permission from parents for seeking emergency medical advice and treatment (Safeguarding and promoting children's welfare) 12/01/2011

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

- familiarise all staff with the settings policies and procedures, in particular, the Local Children's Safeguarding Children's Board procedure

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of the possible signs and symptoms of abuse to enable them to respond appropriately if they had any child protection concerns. Management are always at hand and have a good understanding of the procedures to follow. However, not all staff are familiar with the setting's policies and procedures, in particular, the local safeguarding board child protection procedure. There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. Checks have been carried out to ensure staff are suitable to look after children and that they have the appropriate experience or qualifications. Clear arrangements ensure staff waiting for Criminal Record Bureau clearances are not left unsupervised with children. Daily visual safety checks are carried out by staff. Generally, risk assessments ensure potential risks are identified and minimised. However, although staff vigilantly supervise children, risk assessments are not in place for off site trips and specific outings. As a result, children's well being is not fully assured.

The play scheme is able to make continuous improvement. They have carried out a written self-evaluation to help identify strengths and areas for development in the service provided, resulting in improving outcomes for children. Written policies and procedures are generally in place and underpin the safe and efficient management of the play scheme. However, some of the records lack necessary detail, in particular, requesting consent for emergency medical treatment. This is a breach of requirements which could have a negative impact on the children. Staff provide a welcoming environment. Children can choose to relax or be active, with access to a good range of well organised resources. Effective staff deployment provides good support for children's welfare and development. They get to know children as individuals and meet their individual needs. The setting has a positive attitude to caring for children with special educational needs and/or disabilities.

Relationships with parents are good. The management know many parents and children, as some regularly attend the scheme each holiday. Parents are well informed about the arrangements for their children. When parents register their children they provide most of the necessary information including contact details, medical needs and cultural requirements. Times of entry and departure are recorded. Parents spoken to express their high praise for the management, staff and the variety of activities provided at the play scheme.

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

Children are very happy and settled in their environment. The staff are friendly, approachable and actively participate in children's play; this enables the children to approach staff confidently to express their needs and wishes. All children play together and enjoy making new friends. They play well together and like to choose what to do from the wide range of available activities.

Morning activities are on site and physical activities are well promoted. Children have access to a large sports hall where they are able to crawl and climb through a soft play area with tunnels and tents, jump and have enormous fun on the mini bouncy ball pools and run around freely. In the afternoons there are daily off site trips to Poolside swimming pool. Children enjoy a daily swim session where they enthusiastically play team games, splash in the pool and have lots of fun. Children who choose not to swim have a choice to get involved in creative activities in an activity room. The organised timetable incorporates all children's interests and provides a good balance of self directed play and adult supported activities.

Children play games in circle time and have great fun playing board games, such as connect four. They listen and join in at story times and participate in various arts and crafts activities, such as card, lantern and crown making. Children develop good social skills through attending the play scheme, which attributes their future well-being.

Children have good access to a well organised and safe environment. They are developing a good sense of safety awareness, as staff actively remind them about the house rules. During circle time, when staff ask children why we have rules, a child confidently calls out 'to keep us safe so we don't get hurt'. Children listen attentively as staff explain clearly and remind the children about listening and having respect, asking children about the settings whistle code. Children are confidently aware that one whistle is to stop, look and listen, whereas, three whistles would mean it is a fire drill. Parents' provide packed lunches, which are appropriately stored. Parents' are given leaflets with ideas of what to include in a healthy lunch box.

Children's behaviour is very good, as they are busily engaged in meaningful activities. Staff give clear messages to children about what is expected of them and children identify and contribute their own rules for the play scheme. As a result, children take turns fairly, share and are kind to each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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