

Playhouse Horsenden

Inspection report for early years provision

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EY341823

Inspection date

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Inspector

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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

Playhouse Horsenden was registered in 2006 and operates from All Hallows Church hall in Greenford in the London borough of Ealing.

The out of school facility is open each weekday from 3.15pm to 6.15pm during the term time and during holiday periods 8am to 6pm. The premises are on the ground floor, and accessible to all.

The facility is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged between three and under eight years may attend the out of school club at any one time. There are currently 20 children on roll and of these two are in the early years age group.

The setting is able to support children who speak English as an additional language and children with special educational needs.

The setting employs three staff, including the manager, two of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The staff are kind and caring towards the children who attend, however the children are not fully safeguarded due to the providers ineffective implementation of procedures and practices to protect children. Documentation is not always accurately maintained and not all regulatory records are available for inspection. The setting has begun to evaluate their practice, however the systems are not rigorous enough and as a result key weaknesses have not been identified. The setting was previously asked to improve in two areas, in relation to documentation, although they have been addressed, the procedures in place are not effective.

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:

- take necessary steps to safeguard and promote the welfare of children (Safeguarding and Promoting Children's Welfare) (also applies to both parts of the
- 23/03/2011

- Childcare Register)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)(also applies to both parts of the Childcare Register) 23/03/2011
- maintain a record of the name, home address and telephone number of the provider and any other person living or employed on the premises (Documentation)(also applies to both parts of the Childcare Register) 23/03/2011
- maintain a record of the information that has been used to assess suitability, to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained. (Suitable Person) 23/03/2011
- obtain an enhanced CRB Disclosure in respect of every person aged 16 or over who works directly with children; who works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) (Suitable Person) (also applies to both parts of the Childcare Register) 23/03/2011

To improve the early years provision the registered person should:

- encourage further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are inadequate and as a result regulations are not met. A daily visual check is carried out in relation to health and safety, however the record of risk assessment has not been updated for over a year and it fails to clearly identify the risks in relation to security. The hall is shared with other users and on occasions during the transition period, the doors to the premises are left open, enabling people other than those associated with the group to access the areas used by the after school club. The systems in place for recruitment of staff are not robust, for example the records available do not demonstrate how the setting meets the qualification ratios and whether staff have had the required checks to ascertain their suitability, including Criminal Record Bureau checks. Procedures for maintaining accurate records are weak, for example the attendance records do not accurately reflect the hours the children attend and basic staff information.

The setting has begun to undertake the process of self evaluation and involves the

staff in contributing to the process, and invites the parents and children's views on the service provided. However the process is not effective, as it fails to identify a number of significant weaknesses, because the gathering and analysis of the evidence about the effectiveness of the provision, lacks rigor. The setting is supported by the local authority development workers and staff receptive to the areas for improvement identified, however they fail to continually evaluate their practice and as a result the implementation of procedures or initiatives is inconsistent.

The setting obtains written information on the children's individual needs including allergies, dietary and cultural needs. Children are learning about other cultures for example, they celebrate various festivals throughout the year which is reflected through their art work. Parents are asked to complete detailed information on their child about their likes and dislikes, enabling staff to identify the interests and needs of each child.

Partnership with parents is generally positive. There is a regular exchange of information between the staff and parents at the end of the day. Parents are informed about how their child has been and kept updated with the messages passed on from school, such as how new children are setting in. There are a range of notice boards up displaying information including the certificate of registration, how to make a complaint and contact details for Ofsted. Parents confirm they are happy with the service provided and they are sent details of the settings policies and procedures, via email. The setting has developed an agreement with the local school enabling them to exchange information to pass onto the parents of the children in their care, In addition the setting liaise with the local authority development workers, seeking advice to help them support the children in their care.

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

The setting staff find out about children's likes and dislikes, through the means of a questionnaire. This enables them to have a starting point for the activities they provide and the type of play materials, they put out for children to play with. They have begun to observe the children and use information gathered to influence their planning.

Children have access to a variety of play activities; they enjoy bouncing around on the space hopper, as they watch other children taking part in races. They take part in role play as they make dinner in the play kitchen; and they create and design a house for members of their family, as they sit alongside staff, happy and relaxed in one another's company and chat about their creation.

Children are developing a sense of belonging; they are beginning to form positive relationships with the staff and the other children. They are learning to keep themselves safe through practical activities, such as when they take part in fire drills and talk about road safety as they walk from school to the after school club.

However children are not protected due to the inadequate arrangements for safeguarding.

Children are learning about a healthy lifestyle. They walk from school each day and have regular access to outdoor play. They take part in physical activities indoors, such as running races, bouncing on space hoppers and play with bats and balls. Children wash their hands prior to eating and they are provided with a varied tea menu, including beans on toast, crackers, fresh fruit and vegetables.

Children are well behaved. Staff act as positive role models and they encourage the children to have good manners, such as saying 'please' and 'thank-you'. Children play together well and there are enough resources put out to prevent any issues in relation to sharing of toys and equipment. Children develop their own club rules and these are displayed on a board in the hall for both the children and the staff to refer to if necessary.

Children are learning the skills they need for the future. They have regular opportunity to communicate with both adults and children; they can access information technology by means of a computer and they take part in problem solving activities such as constructing from various materials.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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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	3
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	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:

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:

- ensure that a child is unable to leave the premises unsupervised (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register) 23/02/2011
- take action as specified in the early years section of the report (Welfare of children being cared for, Suitability of persons to care for, or be in regular contact with children, Records to be kept) 23/03/2011

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 for the compulsory part of the Childcare Register (Welfare of Children being cared for, Suitability and safety of premises and equipment, Suitability of persons to care for, or be in regular contact with children, Records to be kept) 23/03/2011