

C A S P at Jack Hobbs Centre

Inspection report for early years provision

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EY277380

Inspection date

16/02/2011

Inspector

Janet Williams

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.

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Description of the setting

The Jack Hobbs After School Play Scheme first registered in 2004 and was re-registered in 2010. It operates from a community centre situated on the Brandon Estate in Camberwell, within the London Borough of Southwark. The Scheme is located on the first floor of the building, with access for wheelchair users via a lift. It has sole use of a large hall, divided by a movable partition, kitchen, toilets and staff area. The Jack Hobbs After School Play Scheme is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. They may care for a maximum of 32 children aged from four to under eight years; alongside children up to 11 years. The scheme operates a breakfast club from 7.45am to 9am when children are escorted to school; an after school club from 3pm to 6pm; and a holiday play scheme from 8am to 6.30pm, except over the Christmas holidays. There are five staff members employed to work with the children, of whom four hold a relevant childcare qualification. The setting supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children participate in both free choice and adult led activities, with access to a good range of toys and play materials. Positive inclusive practice is promoted overall because staff work closely with the schools in which children attend and support children with special educational needs. The scheme has appropriate procedures in place to ensure that the welfare needs of children are achieved overall; however, not all the specific requirements are currently fully met. The manager has addressed some weaker areas of the scheme's operational practice through an informal self-evaluation process, demonstrating the early stages of capacity to improve. Staff deliver the Early Years Foundation Stage framework to aid children's learning and development; however, their current knowledge and understanding does not fully support children effectively.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of each child's admission to the provision to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 25/02/2011

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

- expand existing knowledge and understanding of the Early Years Foundation Stage to fully support each child's learning and development effectively
- improve systems for monitoring children's presence to ensure an accurate record of their hours of attendance is maintained at all times
- take more effective steps to evaluate the provision for children's welfare, learning and development towards maintaining continuous improvement successfully.

The effectiveness of leadership and management of the early years provision

Children play safely as staff are aware of their role and responsibility of care overall. Staff have a good understanding of possible signs and symptoms of abuse, enabling them to assess risk and protect children effectively. Good risk assessment procedures are in place for both indoors and outside, including places the scheme plans to visit and the routes children use to and from school. Comprehensive policies and procedures are in place to ensure that children are well looked after whilst at the setting overall. However, children's hours of attendance are not clearly recorded to acknowledge their presence at all times. Although systems are in place to promote children's welfare; not all mandatory documents are appropriately maintained. For example, parents' written permission has not been requested for emergency medical treatment and advice. This is a regulatory requirement and could impact on children's welfare.

The scheme aims to improve the quality of children's care and education through effective use of self-evaluation. The manager has started this process by addressing their weaker areas of practice informally and is inviting staff's contributions to enable further improvement. However, there is currently no formal assessment process in place to evaluate the provision for children's welfare, learning and development towards maintaining continuous improvement successfully.

Inclusive practice is promoted positively overall; children are included and their differences acknowledged and valued. Staff work closely with the schools where children attend and provide appropriate support for children with special educational needs. Written plans cover the areas of learning and include a balanced range of quality activities and opportunities so that every child has an enjoyable and challenging play experience. Children make some progress towards the early learning goals in the Early Years Foundation Stage; however, staff do not appear to have a secure knowledge of the six areas of learning, so are not able to fully support children's learning and development effectively.

The scheme has developed positive relationship with parents; ensuring that relevant information received from the children's school is shared with them. Parents interviewed indicate how relationships with the staff are friendly, supportive and they always feel welcome. Prior to children starting at the scheme, parents receive a copy of the policies and procedures, providing them with relevant and appropriate information. Good liaison with the children's school provides

continuity and enables effective two-way communication.

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

Children have good opportunities to progress in their learning. They take part in a wide range of indoor and outdoor activities. The environment, resources and staff are organised well to meet children's needs effectively overall and children are encouraged to make independent choices. Children are happy in their play and enjoy their time at the scheme. Most activities focus on promoting children's social and emotional needs.

Children are confident, enjoy good relationships and play an active part in their learning. They participate in cooking, for example, making fairy cakes. Together they count out and mix the ingredients; which are then put in the oven to bake. They express how they enjoy cooking, speaking very confidently to peers and adults. Children also talk openly during circle time and are able to request for specific activities. They express their ideas and experiences well using good vocabulary.

Children use their creativity through a range of mediums and fabrics, both natural and manufactured. Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. During the school holidays, children visit many places of interest where they can have enjoyable experiences, such as museums, a bowling alley and some local amenities. Children are well motivated and enjoy new challenges. Although children do not have access to a suitable outdoor play area, the organisation of the indoor space ensures that children are involved in a range of physical play to develop their large and small muscles. For example, children are able to benefit from a table tennis table, various ball games and a soft play area, where they are able to jump and run. All these activities contribute to their ongoing physical development.

Children play in a clean environment and effective daily routines ensure children understand the need for good personal hygiene, such as hand washing before meals. Children enjoy varied and nutritious meals which meet special dietary needs and ensure they remain healthy. Menu plans in place demonstrate meals are balanced, providing children with varied vegetables and fruit. Fresh drinking water is readily available to prevent dehydration.

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	2
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	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	3
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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	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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