

# Peel Centre After School Club

Inspection report for early years provision

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**Unique reference number**

EY272399

**Inspection date**

02/11/2011

**Inspector**

Martha Darkwah

**Setting address**

Peel Centre, Percy Circus, London, WC1X 9EY

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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.

There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states if the provider continues to meet the requirements of registration.

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

The Peel Centre After School Club registered in 2004. The setting provides after-school and holiday play scheme care for children aged between six and eleven years.

The provision is based in a community centre in the Kings Cross area, within the London borough of Islington. During term-time the setting operates from 3.15pm to 6.15pm and during the school holidays the setting operates from 8.30am to 6.00pm. The setting is registered on the Early Years Register and the part of the Childcare Register.

A maximum of 16 children aged from four years to under eight years may attend at any one time. There are currently 98 children on roll of whom 12 children are aged under eight years. Staff collect children from Clerkenwell Primary in Islington. Children from other schools and neighbouring boroughs can also attend the setting.

Children have the use of the ground floor playroom and sports hall. There is also a small enclosed courtyard, enclosed side garden and main front outdoor area for outdoor activities.

At the time of the inspection there were no children in the early years age range on roll. The setting currently supports a number of children who speak English as an additional language.

Three staff are employed to work with the children and this includes the manager. Of these, two are suitably qualified in Play Work.

## The overall effectiveness of the early years provision

Staff understand their responsibilities relating to child protection and the procedures to follow if concerns arise. Staff have the relevant qualifications and demonstrate a high level of commitment to promoting children's welfare. They have attended safeguarding training and this ensures arrangements for safeguarding children are carefully managed. Staff are trained in food hygiene and first aid. Staff are vetted to establish their suitability to work with children. All this contributes effectively to the children's care.

Comprehensive termly and weekly risk assessments are in place to ensure the environment is safe and welcoming to the children. The required records relating to risk assessment are maintained, generally used effectively to identify and minimise potential risks and regularly reviewed. They are learning about their own safety as they play and move around, and use equipment such as balls, safely. Children take part in regular fire drill practices, helping them understand the procedure to evacuate the premises quickly and safely, if needed.

Children's individual interests and needs are well known by staff, and generally reflected in the range of activities and play experiences the setting provides. Self-evaluation is used informally to identify what is working well. There are sound systems in place to evaluate activities, identify what children enjoy and obtain suggestions from children and parents.

There are well established links with the staff of the after-school care and other school staff. The children are collected from their school classes prior to attending the club and if there are any concerns about a child, information is confidentially given to the after-school care staff.

A range of suitable activities and play experiences are provided that compliments the learning experiences children receive during their school day. The staff team are familiar to children from their work in the school setting providing continuity, effective partnership working and helping to ensure any necessary information is shared with parents. Staff have a knowledge of the themes, events and interests, children are covering at school, and use this as a focus for some aspects of their informal planning for example Black history month activities.

Children take part in 'young first aiders' basic first aid training project. Documents show children covering asthma awareness, choking, recovery position and seizures. Children tried scenarios such as head injury and sling application hand injury on each other.

Children are developing skills for the future as they develop independence skills, learn how to communicate and form positive relationships. Children are learning to keep themselves safe through the daily routine and the activities that are provided. Children are well settled, they are happy in the setting and engage with the staff as they sit and play with the children. Children are able to access board games, and a staff member is available to support their play and encourage them to take responsibility by putting toys away.

The planning and organisation of the reading sessions in the base room where children are cared for, does not meet the differing attention spans of all children. Creative materials apart from pencils, are only available in the craft room at set times, along with other resources such as games, books and construction materials. A range of interesting activities and physical games are planned and provided that are likely to encourage children's interest, with particular emphasis on physical games and exercise. Staff interact well with the children and are creative in promoting discussion and encouraging conversation. They are positive role models, encouraging polite language, and praising children's achievements. They laugh and joke with the children providing a friendly atmosphere. Children are extending the social skills they are gaining at school, in a welcoming environment where they enjoy interacting with each other and staff. The organisation of the after school session routine, and the range of play experiences provided reinforces skills and behaviour that are expected at school and children will use in later life. For example the tea time provides opportunities for discussion, listening to each other and talking about their school day.

Positive relationships with parents are promoted well. Parents, carers and staff work well in partnership to meet the needs of the children. Through personal conversations, and other means of communication, parents and carers are informed of policies and procedures of the after-school care club. Parents comment

that their children enjoy coming to the setting and that it provides a valuable service.

The setting promotes an inclusive environment where staff respond to the individual needs of the children who are at an early stage of learning English. Staff use the children's home languages to foster the children's self esteem and learning. The setting is appropriately resourced for early years.

Children learn about a healthy diet through planned healthy eating time and they have access to fresh drinking water at all times. The management of the snack time and range of snacks encourage social and healthy eating habits, along with the development of vocabulary. Children follow good hygiene procedures, such as, hand washing before they eat their tea. They eagerly tuck in to snacks selection of fruits, shepherds pie, steamed mixed vegetables and water which sustain them until they go home. They enjoy quiet conversations at the table and learn to set and clear the table before and after meals.

Children develop friendships and good relationships with staff. They work well independently. There are clear, suitable expectations for behaviour. Older children are good role models to their younger friends through treating resources appropriately and playing well together. Staff praise children's achievements to raise their self-esteem.

Since the last inspection children has developed self help skills to promote their independence during meal times. The setting identifies areas to develop, but does not fully involve the staff at the setting in the evaluation process to improve provision. As raised at the previous inspection, the record of attendance does not include children's exact hours, which is a breach of requirement. Staff are yet to fully implement this.

The required records and documentation are in place, maintained and most contain all the necessary information. The certificate of registration is not displayed. This is in breach of a specific legal requirement. The setting receives support and advice from the local authority.

## **Compliance with registration requirements**

In order to continue to meet the requirements of registration, the registered person must take the following action by the specified date:

- keep a daily record of the names of the children  
looked after on the premises, their hours of  
attendance (Documentation) (also applies to both  
parts of the Childcare Register) 14/11/2011
- display the certificate of registration and show it to  
parents on request. (Documentation) (also applies to  
both parts of the Childcare Register) 14/11/2011



## 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:

- take action as specified in the Early Years section of the report (Documentation) 14/11/2011

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 in the Early Years section of the report ( documentation) 14/11/2011