

# KIDS Lady Allen Adventure Playground

Inspection report for early years provision

---

<b>Unique reference number</b>	EY281475
<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Ray O'Neill
<b>Setting address</b>	Chivalry Road, London, SW11 1HT
<b>Telephone number</b>	0207 228 0278
<b>Email</b>	ian.logan@kids.org.uk (warren.koehler@kids.org.uk)
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

KIDS Lady Allen Adventure Playground for children with special educational needs has been operating since 1975. It is privately owned by a company called KIDS. The adventure playground is situated on the edge of Wandsworth Common in Battersea, within the London Borough of Wandsworth. It operates from purpose-built, single-storey premises, close to local transport links.

The setting has a main play room, a music room, soft play area, office, kitchen, laundry and toilet facilities. The main area of play is a large enclosed outdoor adventure playground with a variety of fixed equipment. The setting is registered for a maximum of 50 children under eight years. There are currently 25 children on roll; of these four are in the early years age group. Children attend for a variety of sessions and the setting accommodates children aged from five up to 15 years. The setting provides care for children with special educational needs and/or disabilities and also offers places to their siblings. It also supports a number of children who speak English as an additional language and offer an open access scheme to the general public. No children in the early years age range were present at the time of the inspection.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening times are term time, Tuesday to Sunday 10.30am to 6pm, and during the holidays, Monday to Friday, 10am to 4pm. Open access for the general public is term time Tuesday 10.30am to 3pm, Wednesday and Thursday 3pm to 5pm and Saturday 10am to 12noon. During the holidays open access is from 10am to 12noon and Tuesday 10am to 3pm, this is for children under eight years and their parents.

There are three permanent members of staff who work with the children and have appropriate early years qualifications. There is also a pool of experienced casual play workers. The setting receives support and training from Kids London and the Early Years Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team has successfully created a relaxed and supportive environment where children enjoy meeting their friends and engaging in the overall good variety of activities offered. Children make good progress in their learning and development because the staff recognise each child's uniqueness and adapt their practice to meet their individual needs. Children are safeguarded exceptionally well and are able to play in a safe, secure, and caring environment. The setting engages well with parents and has established excellent partnerships with other professionals and external agencies. The setting has a good capacity to maintain continuous improvement, effectively evaluating the provision against the needs of

the children.

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

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

- improve further children's opportunities to find out about and learn how to use appropriate information and communication technology, such as computers.

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

The setting's policies, procedures and vetting systems are highly effective in safeguarding children. Staff are highly knowledgeable about child protection issues and the procedures to follow if concerns are raised. Rigorous risk assessments and daily checks of all areas used by children are completed to ensure hazards are identified and minimised. Regular fire drills are carried out, helping to ensure that children can be evacuated from the premises quickly and safely. All required documentation is in place, which is used and stored appropriately, safeguarding children's welfare. For example, staff maintain individual details of children and staff, their attendance and records of any accidents or medication.

The setting is very effective in promoting inclusive experiences, so that children with special educational needs and/or disabilities are able to feel involved and participate fully in the activities available. Resources are well deployed, so that children with special educational needs and/or disabilities easily access toys and play materials of particular interest to them. Through discussion staff demonstrate that children are fully involved in selecting and setting out resources, enabling them to organise their play independently and support staff in planned activities. For example, soft play materials are continually utilised to support child-initiated and adult-led physical development games. Staff support children in developing a strong understanding of diversity through highly effective partnerships with external agencies, positive parental engagement, individual planning and the celebration of cultural festivals and events around the world.

The setting uses self-evaluation processes effectively to drive improvement. Staff meet regularly to discuss identified strengths and weaknesses and how they can improve children's experiences. For example, improving the toileting facilities and establishing a quiet area. The setting canvasses parents suggestions through questionnaires and children's views through discussion about activities. The provider has a determined drive towards continuous development.

The experienced staff has established exceptionally effective links with professional agencies and other settings, particularly local authority advisors, health professionals, social services and local special schools. Excellent partnerships with

businesses have been highly beneficial in raising funds and active participation in projects, such as replacing playground equipment and painting murals. These very successful partnerships ensure that all children are supported and their learning and welfare needs are addressed. The setting has effective procedures and practices in place to engage all parents, despite children being transported to and from the setting by registered local authority buses. Parents receive regular newsletters and information of events. Parents are well informed about their children's development. They have opportunities to exchange information with staff through regular telephone contact, formal pre-arranged meetings or at organised social events throughout the year. Parents are very pleased with the care of their children and feel confident to talk to staff at any time about any concerns.

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

Staff use an effective key person system to support children to make good progress. Staff observe and record children's development in all areas of learning. These records show that children make strong progress from their individual starting points. Staff use their observations to identify and plan for children's next steps in development and effectively promote children's individual learning patterns, interests and activities. Planning comprises of a good balance of adult-led and child-initiated activities. The experienced staff have a secure knowledge of the Early Years Foundation Stage, making learning and development their key focus and adapting their approach to suit different ages and needs. The main room is organised to allow children easy access to resources promoting self-help skills and independence. Staff demonstrate children's involvement in planning activities through discussion with their key person. For example, using large play equipment to create obstacle courses and climbing challenges. Staff state that children are encouraged to evaluate the activities and make suggestions, ensuring their participation in shaping the service to meet their needs and interests.

Staff understand the importance of children's involvement in establishing the setting's rules and codes of conduct. Staff demonstrate through discussion the regard children show each other moving around the playground, such as taking turns on the rope swings and climbing frames. Children have access to a range of toys and play materials that are suitable for their age and abilities. The adventure playground equipment is extensive, with a good range of equipment suitable for younger children along with seating areas for them to rest and socialise. Staff understand the importance of children moving freely between indoor and outdoor activities, making choices and developing their independence. Staff explain how children have access to a good range of creative and drawing materials, enabling them to develop their free creative expression. For example, staff demonstrated how children with support from a local artist produced a high quality mural reflecting their interests and skills. Indoors, there is a wide range of equipment for the children to choose from, such as toys, board games, musical instruments and a large well-equipped soft play area. Through discussion and observation records

staff demonstrate children's enjoyment of reading books, completing puzzles and music activities. Children's skills for the future are supported well with activities that complement those of their main educational settings. However, opportunities for children to develop their computer skills are limited.

Staff understand the importance of children adopting a healthy lifestyle and ensure that drinking water is always available and healthy snacks and meals are provided. Staff hold first aid qualifications and the setting is well maintained, helping to promote children's safety. Through discussion staff demonstrate children's developing awareness of nature, growing plants in the sensory garden area and exploring the natural areas around the climbing equipment. Children access a wide range of physical activities. These promote their good health through exercise and safety awareness through their needing to assess and manage suitable risks. Discussions with staff and review of records demonstrate how children make a strong positive contribution to their environment and each other, as children of all ages play harmoniously during indoor and outside play.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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