

Plot 10 Community Play Project

Inspection report for early years provision

Unique reference number	116341
Inspection date	27/01/2012
Inspector	Alexandra Morgan

Setting address	128 Chalton Street, London, NW1 1RX
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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.

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Description of the setting

Plot 10 Community Play Project was registered in 1992. The club operates from a single-storey wooden chalet in Somers Town, in the London Borough of Camden. An extensive outdoor play area is available. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The breakfast club is open each weekday from 7.45am to 9.15am and the out of school club from 3.30pm to 6pm, during term time only. The out of school club is also registered to provide care during the school holidays from 8.30am to 6pm.

A maximum of 35 children aged between five and eight years may attend at any one time. There are currently 53 children on roll in the early years age group. The club supports a number of children learning English as an additional language. There are 12 members of staff, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's health and safety is promoted well in the club overall, and staff offer an inclusive environment for all. Children are making good progress in their learning and development overall. Their individual needs are met well as a result of the good quality care and the extremely strong partnership with parents. A key strength is the highly effective way staff work with external agencies to improve outcomes for children. The manager and staff team continually evaluate their practice and maximise opportunities to make ongoing improvements to outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure that a first aid box has appropriate content to meet the needs of children (Safeguarding and promoting children's welfare). 03/02/2012

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

- extend further opportunities for children to use information and communication technology (ICT) and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of local safeguarding procedures. They are aware of the procedures to follow should they have any concerns about a child in their care. Training in safeguarding children is updated on a regular basis. This promotes children's welfare. However, currently the first aid box does not have appropriate content, which is a breach of a specific legal requirement. Recruitment and vetting procedures are effective in ensuring that adults caring for children are suitable to work with them. Children's safety is a priority. Regular risk assessments are carried out and action taken promptly to remove any potential hazards. This means that children are able to move safely and freely around the club.

Staff have good knowledge and expertise to support the development of the children effectively and make sure they have fun after school. They work well as a team and have a clear sense of purpose and commitment to continuous improvement of the club for the benefit of the children. Regular appraisals highlight the strengths of individual members of staff and identify any training needs. All staff are keen to update their knowledge and understanding of childcare. Good use is made of the environment to provide children with a broad range of activities both indoors and outdoors. An interesting variety of good quality toys and resources are available each day. The established staff team provides a warm and friendly environment for children to learn through play.

Partnerships with parents and carers are extremely effective. Opportunities for daily discussions, parent evenings and newsletters keep parents very well informed and create a community feel. Parents have a very good range of opportunities to contribute to children's learning, for example, by sharing their skills with them. All relevant information is gathered from parents when children first start. Appropriate consent from parents is reviewed at regular intervals. This promotes the continuity of care for children. Parents speak very highly of staff, commenting on how caring and approachable they are, which assists in developing very strong partnerships. Links with external agencies are highly effective and extremely well established. For example, staff liaise exceptionally well with the schools that the children attend. This allows for excellent continuity of the children's learning and development.

Staff promote inclusion well, for example, by planning activities that use positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. The staff team provides effective support for children learning English as an additional language. Staff ensure all children are included and involved in the activities offered, by taking into account their individual interests and developmental needs. The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. All recommendations from the previous inspection have been met successfully. The staff team, parents and children contribute to the club's self-evaluation, which takes into account all aspects of the provision. Children's views are successfully gathered and considered through an effective

children's forum.

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

Children explore, play and learn in a safe and secure environment. Children settle well into the routine of the club having arrived straight from school. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff have a thorough knowledge of the children for whom they are responsible and talk in detail about what these children can do. Good systems are in place to observe and monitor children's progress.

Staff's warm and purposeful interaction nurtures children's emotional well-being. They apply clear, consistent boundaries and consequently children's behaviour is good. Children gain a good knowledge and understanding of the world. They enjoy dressing up in a range of clothes reflecting other cultures. This helps children to learn positive attitudes to diversity. Visits to nearby shops, park and places of worship provide opportunities to learn about features of the local community. Children's knowledge of the wider world is extended through exciting outings to theme parks, football clubs and 10 Downing Street. Children have fewer opportunities to use ICT and programmable toys to support their learning.

Children display a strong sense of belonging to the club. For example, they carefully help to tidy away during the session, supported by staff. They show a mature response to taking responsibility for their own and others' safety. Older children provide good role models to the younger children. During play, children listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff.

Children's creative development is very effectively promoted. For example, children take pleasure in designing and creating Chinese New Year lanterns using a varied range of resources. Children have ample opportunities to write for different purposes and can independently access a wide range of writing resources. This supports children to successfully develop their early writing skills. Animated conversation between staff and children throughout the session successfully enhances their language development. Children develop their numeracy skills through a wide range of practical activities. For example, while playing air hockey, they correctly keep count of the goals scored. All these experiences help children develop good skills for their future learning.

Children develop a good knowledge and understanding of how to lead a healthy lifestyle. Through daily fresh air and exercise, children gain an awareness of the changes that happen to their bodies when they are active. Children have a good understanding of healthy eating. They pour their own drinks and make choices from the nutritious snacks provided. Staff capitalise on all opportunities to

encourage children's independence, such as enabling them to prepare their own snack. Children are developing an effective understanding of the importance of personal hygiene. Staff reinforce this by encouraging children to wash their hands before eating and after going to the toilet.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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