

TABOTCentre

Inspection report for early years provision

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159891

Inspection date

03/04/2012

Inspector

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Setting address

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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.

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

Tabot Centre was registered in 1993. It is located in the London Borough of Brent and serves the local and wider areas. The centre operates from various rooms in the premises, and all children have access to an enclosed, outdoor play area. The centre operates from 3pm to 6pm during term time. It operates a play scheme during the school holidays from 8am to 6pm.

The centre is registered to care for a maximum of 30 children under eight years, all of whom may be in the early years age range. There are currently five children on roll in the early years age group. Older children also attend. The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The centre employs six members of staff, including the manager. Three hold relevant qualifications and two are currently completing training.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are offered little challenge to keep them interested because staff do not plan activities with their individual needs and interests in mind. They do not learn sufficiently about healthy eating, and there are few resources reflecting diversity. However, they enjoy attending and are well behaved. Partnerships with parents and other settings are satisfactory as basic information about children is shared. The setting's capacity to improve is limited as systems for evaluating the quality of the provision are not in place, and some of the actions set at the previous inspection have not been effectively met. The manager's poor understanding of the Early Years Foundation Stage framework has resulted in a number of legal requirements not being met.

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:

- ensure that the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff and make sure
- 24/04/2012

- that all members of staff know and understand these procedures (Safeguarding and promoting children's welfare)
- conduct a risk assessment and record when it was carried out and by whom; regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register) 24/04/2012
 - carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 24/04/2012
 - provide parents and carers with information about the complaints procedure (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 24/04/2012
 - keep a record of the unique reference numbers of CRB disclosures obtained and the date on which they were obtained. (Suitable people) 24/04/2012
 - ensure that each child is assigned a key person (Organisation) 24/04/2012
 - plan and organise the provision to ensure that every child receives an enjoyable and challenging experience tailored to meet their individual needs (Organisation) 24/04/2012
 - keep a record of the name, home address and telephone number of person employed on the premises (Documentation) (also applies to both parts of the Childcare Register) 24/04/2012

To improve the early years provision the registered person should:

- use quality improvement processes, such as the Ofsted self-evaluation form, as the basis of an ongoing review to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.
- improve the range of resources to include positive images that challenge children's thinking, and help them to embrace differences and develop a caring attitude to others
- treat meal times as an opportunity to promote children's social development, highlighting the importance of making healthy choices and modelling healthy eating.

The effectiveness of leadership and management of the early years provision

The manager, who is also the proprietor of this provision, has not kept abreast of the changes that were made with the introduction of the Early Years Foundation Stage. As a result, the centre is in breach of a number of specific legal requirements. Staff have an adequate knowledge of child protection issues.

However, the procedures to be followed in the event of an allegation being made against a member of staff is not included in the safeguarding policy. As a result, some of the staff are unaware of the procedure to follow. This puts children at risk. Although the manager has ensured that staff undergo the required vetting procedures, she has not kept a record of this information for all staff as required. In addition to this, a record of the address and telephone number of all the adults working on the premises has not been kept. No risk assessments have taken place on the site since the setting moved there two years ago, and there are no risk assessments in place for outings. This puts children at risk from hazards such as unprotected electrical sockets and boulders in the outdoor area. Many of the setting's policies and procedures are out of date and refer to the previous framework. The complaints procedure is not currently made available to parents and/or carers, and children have not been assigned a key person. These breaches of requirements compromise children's safety and well-being.

Children are helped to celebrate their own cultures and those of others through activities such as flag-making. They celebrate festivals such as the Chinese New Year and learn about important people in history, such as Martin Luther King. Children can access most of the resources and equipment by themselves. However, resources reflecting diversity are limited, and most of the home corner equipment is in poor condition. Due to ineffective planning, children's individual learning and development needs are not being met. Activities are not challenging and do not reflect children's interests. Partnerships with parents are satisfactory. Staff seek basic information about children's individual needs and the required parental consents are in place. Staff who pick children up from school have formed basic relationships with school staff. As a result, relevant information about children is shared.

The management team do not evaluate the quality of the practice. As a result, a number of actions set at the last inspection have not been addressed and various weaknesses have not been identified. Staff are not aware of the process of self-evaluation, and their views, those of parents and carers or the children have not been sought to bring about effective improvement. As a result, the centre demonstrates a poor drive for improvement.

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

Children arrive happily and are generally kept occupied. They say they enjoy coming to the centre as they like to meet their friends and play. Boys are mostly engaged in physical activities such as football, and they enjoy playing on the game consoles. Girls are often more engaged in quieter activities like drawing and painting or playing in the home corner. Children are not involved in the planning; this is done on a day-to-day basis by the adults and is not always fully thought through or based on children's interests. As a result, children are not fully engaged and challenged. For example, the planned knitting activity was not greeted with much enthusiasm by the children, and consequently, was not used by any of them.

Children have opportunities to paint and draw, but are not encouraged to communicate their own ideas and feelings or express their own creativity. For example, during the Easter-egg painting and dragon activities children were given templates to paint.

Children's health and well-being is not consistently promoted. Children do not receive good information to help them understand the importance of adopting healthy eating habits. For example, staff bring in fast foods, such as burgers and chips, which they eat in front of the children. Staff do not use meal times as a social occasion, but instead sit apart from the children talking amongst themselves. Nonetheless, all children show an understanding of personal hygiene and wash their hands before they eat and after using the toilet. Children behave well and know what is expected of them. They are fully aware of the rules of the setting, which they helped to develop, and are aware of the reasons behind each of the rules. Children are learning to negotiate as they plan a rota with time scales for use of the laptop. This helps them to develop skills for the future as they are learning to take turns. They understand the need to keep themselves and others safe and are aware of the fire evacuation procedure. However, owing to the lack of risk assessments, their safety is compromised.

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	4
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	4
The extent to which children achieve and enjoy their learning	4
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	4

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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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately where the need for an assessment arises; take all necessary measures to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 24/04/2012
- take action as specified in the early years section of the report (Providing information to parents)(also applies to the voluntary part of the Childcare Register) 24/04/2012
- take action as specified in the early years section of the report (Records to be kept)(also applies to the voluntary part of the Childcare Register) 24/04/2012

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 compulsory Childcare Register section of the report (Suitability and safety of premises and equipment) 24/04/2012
- take action as specified in the early years section of the report (Providing information to parents) 24/04/2012
- take action as specified in the early years section of the report. (Records to be kept) 24/04/2012