

# St Johns Wood Adventure Playground

Inspection report for early years provision

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<b>Unique reference number</b>	135093
<b>Inspection date</b>	15/05/2012
<b>Inspector</b>	Clair Stockings

<b>Setting address</b>	St. Johns Wood Terrace, London, NW8 6LP
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<b>Type of setting</b>	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**

St John's Wood Adventure Playground was registered in 1999. It operates from purpose-built premises in St John's Wood in the London Borough of Westminster. A secure outdoor play area is available. The club is registered to provide care during the school holidays from 9.30am to 5pm and is open each weekday from 3.15pm to 7pm during term time. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children aged between five and eight years may attend at any one time. There are currently four children on roll in the early years age group. The club supports children learning English as an additional language. There are five members of staff, of whom three hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children attending the out of school club enjoy the relaxed, informal sessions with their friends. Emphasis is on freedom of choice and independence, with staff offering support and guidance as required. Children's individual needs are met well with regard to learning, development and welfare requirements overall. Effective partnerships with parents and the schools that the children attend promote continuity of care and learning. Systems for evaluating the setting's strengths and weaknesses are not yet in place although plans for the future respond to parents' requirements.

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

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

- ensure each child is assigned a key person to support their individual welfare, learning and development needs (Organisation).
- 22/05/2012

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

- extend further opportunities for children to explore and find out more about information and communication technology, both indoors and outdoors, so as to complement and support their learning.

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

Arrangements for safeguarding children are effective as staff demonstrate a good understanding of the safeguarding policy and procedures in place. Procedures for the recruitment and vetting of staff are robust and check that adults are suitable to work with children. Risk assessments are effectively used to minimise hazards in the indoor and outdoor environment and on outings. Fire drills are practised regularly to check children are familiar with the procedure. Therefore, children can explore and learn safely.

Good quality interaction and positive relationships with staff encourages children to feel confident and secure in the club. However, currently each child does not have a special person responsible for monitoring their individual progress. This is a breach of a specific legal requirement. There is no impact on the children as it is evident staff know the children individually extremely well.

The environment is warm and welcoming and children have easy access to a broad range of good quality resources. The club provides an inclusive environment where all children and families are welcomed and valued. Children's backgrounds are well known and diversity is actively celebrated. Interesting activities engage boys and girls effectively and contribute to narrowing any potential achievement gaps. Parents report that they are very pleased with the service provided and state that their children love coming to the club. Parents are provided with a good range of information about the club through the use of notice boards and daily verbal exchanges with staff. Staff liaise closely with teachers from the children's schools, ensuring relevant information is shared in order to support their learning, development and enjoyment. These effective partnerships promote a continuity of care and learning.

The staff team work well together, supported by the experienced and enthusiastic manager. They regularly discuss and look for ways to improve the service and the activities offered to the children. Current plans for improvement include extending the range of resources for children and developing the growing area outdoors. Parents' views are sought and they are actively encouraged to attend committee meetings. Staff are encouraged to attend relevant courses to improve their knowledge and practice.

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

Staff provide children with access to a wide range of activities and experiences, and, as a result, children make good progress. They arrive happy and are eager to access the activities and opportunities on offer which compliment those experienced at school. Emphasis is on fun and relaxation at the club after their busy school day. Children independently try the different activities on offer. Staff

are on hand to guide or make suggestions, encouraging learning in a fun way. Children feel valued and become inquisitive, active learners as staff engage positively with them. Staff talk to children about what they would like to play with whilst at the club or where they would like to go during the holidays. Children's behaviour is managed in a way that supports their understanding of what is right and wrong, consequently children behave well. Effective strategies are used to manage turn taking on popular activities, such as the billiards table. Older children are good role models as they love helping the younger ones. This promotes their social development. Children develop their numeracy skills through a wide range of practical activities. For example, counting the number of balls left on the billiards table. However, the use of information, communication and technology in the club is currently limited. This reduces the children's ability to fully acquire and apply the skills required for their future lives. During the holidays children enjoy trips to places of interest such as St Paul's Cathedral and visit the bee farm. Children enjoy celebrating a range of festivals and sampling foods from different cultures. Consequently children learn about difference and diversity in this fully inclusive environment.

Staff actively promote children's understanding of healthy lifestyles. Children enjoy healthy and nourishing snacks each session and staff check that children's individual dietary needs are met. They have plenty of opportunities for fresh air and exercise and enjoy a broad range of resources in the well-equipped outdoor area. They learn about the importance of good hygiene routines such as washing hands before eating and after using the bathroom. Children have access to drinking water and understand the need to keep their bodies hydrated. Consequently, children's health, welfare and physical development are well promoted. Effective practices are employed to give children an understanding of how to keep safe. They learn about fire safety through regular fire evacuation practice. Staff teach children how to use equipment safely and the children are learning to assess risks for themselves during outdoor 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### 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

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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

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