

# Hampden Childrens Centre

Inspection report for early years provision

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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).

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

Hampden Children's Centre registered in 1994. It is located in Euston in the London Borough of Camden. The centre serves the local diverse community. It is situated on two floors. Children use four class rooms and share an enclosed outdoor play area.

The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 69 children under eight years, all of whom may be in the early years age range. There are currently 68 children in the early years age range on roll. The centre receives funding for the provision of free early education for children aged three and four years. It supports a number of children with special educational needs and/or disabilities and children learning English as an additional language.

The centre opens is open week days from 8am to 6pm for 48 weeks a year. Children attend a variety of sessions between 8am to 6pm. In addition to day care the centre provides a holiday play scheme and an after school service.

The centre employs 25 members of staff to work directly with the children. Of these, two hold Qualified Teacher Status, one has an early years degree and other staff hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre provides a warm, nurturing and welcoming environment where children are settled and happy. Children make good progress as staff provide a wide range of learning opportunities relating to their interests. Generally all children are valued and treated with equal concern. Overall staff are suitably deployed. Outstanding relationships with parents and other agencies contribute highly successfully to ensuring that children's learning and welfare needs are consistently met. Good reflective practice clearly identifies areas for continued progression which results in well-targeted and sustained improvement.

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

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

- extend all children's speaking and listening skills, for example by displaying and using a list of words from children's different home languages
- deploy staff flexibly to respond to the flow and movement of children

between indoors and outdoors at all times.

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

Staff have a good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Robust systems are in place to ensure the suitability of the staff. Staff are vigilant in carrying out daily safety checks and regular risk assessments to make sure that children are safe in the centre.

The management team aspires to provide good quality childcare and reflects effectively on the practice within the centre. This make sure continuous improvement is sustained and enhances outcomes for children. Good improvements have been made since the last inspection. For example, the daily attendance register now includes children's arrival and departure times, promoting their welfare. Good quality resources are freely accessible helping children to make independent choices.

An effective key person system establishes close bonds between children and staff. This means children receive individual care and attention which is important for developing their self-esteem. Children clearly enjoy their time exploring the well-equipped outdoor play area. However at times, the deployment of staff does not always respond fully effectively to the flow and movement of all children during free flow play between indoors and outdoors. As a result children are not always fully supported or supervised.

Equality and diversity are threaded through many activities so that children are gaining a strong awareness of the needs of others. For example, an eye-catching display of the world map links children's photographs to the part of the world their parents come from. As a result, children feel included and valued. However, opportunities for all children to further develop their speaking and listening skills are not fully effective. For example, key words from children's different home languages are not displayed around the class rooms.

Staff work exceptionally well with a wide range of professional agencies. This helps to ensure that children with special educational needs and/or disabilities benefit from a very rewarding learning experience. Staff are extremely proactive in contacting local schools that children are due to attend. Teachers come into the centre to meet and observe the children. This makes certain the transition to school is sensitively handled and children are extremely well-prepared for the next step in their education.

Partnerships with parents and carers are outstanding. Staff carry out home visits before children start and gather comprehensive information from parents about their children's individual needs. This enables staff to provide effective support for each child as well as helping them feel secure in the centre. Excellent courses for new parents help them support their children's learning at home. Parents have superb opportunities to become involved in social events and contribute to their children's learning. For example, staff actively encourage parents to participate in a

variety of activities, such as reading stories to the children. Parents speak very highly of the centre.

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

Staff plan and provide a wide range of interesting activities that capture children's interests well and link to the six areas of learning. Children feel an important part of the centre and enjoy their learning. They enjoy warm and purposeful interaction with staff who encourage them to make independent choices and decisions. Staff use a combination of photographs, examples of children's work and written observations to provide a lively assessment of children's development. They use this information to plan for their individual learning needs. As a result children make good progress.

Babies are happy and content and show they feel safe and secure with the staff. Staff make sure that the daily routine is effectively planned according to babies' individual needs and at their own pace. Babies sit together for their lunch at small tables and chairs and are supported to feed themselves, enabling them to develop social and independent skills.

Children express their creativity well and enjoy painting, play dough, water and sand play activities. They develop their imaginations as they pretend to go shopping, using the till to buy their items. Staff support their play experiences very well by using open ended questioning, encouraging their critical thinking skills. Children are developing good problem solving skills. For example, during water play they work out how to use plastic tubes to transport water from one container to another. Children use new technology to support their learning. They use the mouse with increasing control to click on different icons to perform simple tasks. This helps them to develop skills for the future.

Children develop good communication skills as staff spend much of their time playing with them, talking to them and extending their learning. Children enjoy listening to stories and singing songs. They have good access to a wide range of quality books which they choose and look at independently. Children are developing their early writing skills; they draw recognisable pictures and take great pride in displaying their pictures around the room.

Children are exceptionally well protected from cross infection because the centre is kept very clean and they fully understand the importance of good hygiene procedures. The centre provides freshly cooked nutritious meals that support children's individual dietary needs and help them develop excellent attitudes to food. Children recognise when they are thirsty and help themselves to fresh drinking water. Children take part in a superb range of activities that enhance their physical development. For example, they have an amazing time in the in the fabulous garden as they confidently use a brilliant range of outdoor play equipment where they practise their large physical skills. Children learn about safety issues and how to keep themselves safe as they explore their environment

and take supervised risks. Children behave well. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff.

## 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	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

<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	1
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