

# Three Acres Community Play Project

Inspection report for early years provision

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**Unique reference number** 116352  
**Inspection date** 07/06/2012  
**Inspector** Diana Rose

**Setting address** 29-31 Parkhill Road, London, NW3 2YH

**Telephone number** 020 7722 3812

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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

The Three Acres Community Play Project registered in 1992 and is managed by a voluntary management committee. It operates from a self-contained three-acre site located in the London Borough of Camden. Children have access to two play buildings, a large adventure play area, a football pitch and space for free play. The playscheme is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register for 80 children from five years old, all of whom may be in the early years age range. There are 217 children on roll, three of whom are in the early years age range. The playscheme supports children with special educational needs and/or disabilities. The playscheme employs 10 staff who work directly with the children. Of these, seven, including the manager and deputy manager, have qualifications at level 3 and one has a qualification at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an enabling environment where they have fun and participate in a range of enjoyable activities, both indoors and out. Staff support children well so they make good progress. Children behave well in this inclusive setting. Overall, staff keep children safe and secure well, through up-to-date training and risk assessment. There are very good collaborative partnerships with other settings that the children attend and secure relationships with parents. Managers have generally suitable systems of self-evaluation and are well placed to maintain continuous improvement.

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

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

- include the procedure to be followed in the event of an allegation being made against a member of staff in the safeguarding policy (Safeguarding and promoting children's welfare) 29/06/2012

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

- use a system to verify the identity of visitors, record their names, the purpose of the visit, and details of arrival and departure times
- review the self-evaluation systems and quality improvement processes to include the views of parents.

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

The playscheme obtains all required checks for new members of staff, to assess their suitability to be in contact with children. All permanent staff have paediatric first aid qualifications ensuring appropriate care in the case of accidents. Staff attend safeguarding training and have a good knowledge of how to keep children safe and the procedures for reporting any concerns, owing to an effective induction system. The written safeguarding policy does not have procedures to follow should an allegation be made against a staff member. This is a breach of requirement but has no impact on children since staff know what to do in this situation. Managers know where to obtain safety guidance, which minimises risks to children. Staff carry out effective risk assessment which results in daily safety checks of the premises that identify and reduce risks to children's safety well. For instance, staff considered the adventure play equipment unsafe at the beginning of the morning, but it was used by the children later when the wooden structures had dried. Although the playscheme has a secure entry system, staff do not record visitors' details to further maintain children's safety.

Children use a variety of sustainable resources and equipment. Staff resource the outdoor area particularly well, making good use of the available space. There is a challenging adventure playground and a newly resurfaced, all weather football pitch, which all children use eagerly. Good relationships between staff, children and between groups of children, are evident. The mix of younger and older children enables children to learn patience, tolerance and empathy when playing together and sharing resources. The key person uses observation well to plan for children, and the wide range of activities encourage all children to participate. The playscheme actively promotes equality and diversity. For example, after discussions with parents on foods eaten in their homes, staff planned for children to cook international dishes. Staff understand and support children's individual health, diet and care needs well.

Staff have regular conversations with parents to exchange useful information on any achievements and concerns. They invite parents to contribute to children's profiles and the key person meets with parents once their child has settled in at the playscheme. Parents express their satisfaction with the playscheme, particularly the range of activities, space and how well their children socialise.

Staff work very well at building relationships with local schools. They share information and concerns, which enhances children's learning and development. Several schemes have been set up in collaboration with the playscheme in order to help with children's behaviour at school. Managers have established good partnerships with local play schemes in order to share good practice and, as a result, some policies have been reviewed. Managers use self-evaluation to drive improvement well by monitoring the quality of the provision every term. Children already contribute their suggestions. Self-evaluation does not currently include the views of parents although work is underway on a survey to address this. Staff have weekly meetings to evaluate their practice and suggest ideas for improvements,

such as the introduction of additional resources.

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

Children clearly enjoy attending this welcoming playscheme and respond well to the relaxed atmosphere. The playscheme offers good experiences for children to integrate and socialise, as they come from different schools. Children play well together, are confident, friendly and engage in conversation happily with staff and other children.

Staff show a good understanding of the Early Years Foundation Stage and offer a wide variety of play-based activities. Planning is flexible and guided by children's ideas, interests and current affairs, such as the Diamond Jubilee of Her Majesty the Queen. Good documentation is in place to reflect children's starting points. Staff clearly record children's achievements through photographs and observations, which they share with parents. Staff identify targets for further development, such as increasing children's social skills by fostering their self-confidence and independence.

Children use their imaginations and creative abilities as they design and build objects linked to the jubilee celebrations out of sustainable materials. Staff discuss children's models with them, ask open-ended questions and suggest solutions. This encourages children's perseverance and a pride in their achievements. Children demonstrate good hand-eye coordination as they carefully thread beads to create a necklace. Children value their time outdoors, choosing to play in the under-fives area with the playhouse, tricycles and lower climbing frame or challenging themselves in the adventure play area. They take turns, are resilient, develop risk-taking skills and an awareness of safety for themselves and others as they swing on the 'American swings'. Team sports such as football and tag rugby develop team building, games skills and enhances their physical development. Children cooperate with each other while playing a game in which they have to think of items beginning with a particular letter. They enjoy looking at books quietly after lunch. These skills all help children prepare for the future.

Staff treat children with respect and consequently children learn about forming positive relationships and making a strong contribution as part of a group. They are generally well behaved. Experienced staff handle challenging behaviour sensitively and calmly, so children understand expectations. They treat all children equally and encourage children's skills of working with each other and respecting individual differences.

The children sit down together for snacks and lunch, either indoors or outdoors, resulting in a friendly and sociable time of day for everyone as they chat and eat. They wash their hands before eating as part of a good healthy lifestyle. Staff promote healthy eating through children growing their own vegetables and cooking them, as well as providing healthy snacks, such as fruit, hummus and pitta bread.

Children practise emergency evacuations on a regular basis and staff frequently talk to them about safety, such as why the wet adventure equipment is cordoned off. They remind children to stay in sight of a staff member, which encourages children to take responsibility for their own safety. Children feel safe and secure in the playscheme and know whom to turn to if they need help.

## 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

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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