

Barlby Play Centre

Inspection report for early years provision

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Inspector

Naomi Brown

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.

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Description of the setting

Barlby Play Centre registered in 2012 and is run by a private company. It operates from Barlby School in the W10 area of the Royal Borough of Kensington and Chelsea. Children have access to two large halls, the parents' room, the IT suite and the Library. They also have access to two enclosed outdoor play areas. The play scheme operates during term times from 3.30pm to 6pm. During school holidays they are open from 8am to 6pm. The setting is registered on the Early Years Register, the compulsory and the voluntary part of the Childcare Register and may care for a total for 56 children with 20 children in the early years age range. There are currently eight children on role in the early years age range. Six staff work directly with the children, of whom five hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making very strong progress in all areas of development. Staff are knowledgeable and very supportive of children's individual welfare needs and protect them throughout their time in the setting. Overall, plans for children's learning underpin their strong progress and are tailored to their needs. Parents are fully involved in the setting and enjoy fruitful relationships with staff. Exceptional partnership working underpins children's feelings of safety and security as they play and their voices are fully considered in daily plans. The management team thoroughly consider the views of all staff, children and parents and their self-evaluation systems are highly effective.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the organisation of adult-led activities to enable all children to exercise their personal choices.

The effectiveness of leadership and management of the early years provision

Children are robustly protected by clear, effective safeguarding procedures. Staff are very knowledgeable about their responsibilities to protect children in their care. Children learn about their own safety through rigorous, consistent routines and they manage their own safety with great success. Children have made very close friendships with staff and their peer group, contributing to their considerable feelings of belonging and security. As a result, children's behaviour is excellent in

relation to their age and stages of development.

Parents are widely involved in their children's care and the management of the setting. Staff welcome parents and families into the play centre and actively seek their feelings about the service they provide. Parents enjoy unlimited access to all records about their children. Staff consistently use views and information received from parents to make targeted improvements to the service they provide. All children are thoroughly encouraged to share their feelings about the play centre and the management team have made considerable, targeted improvements to many aspects of children's care. The capacity of the play centre to improve is excellent.

Partnerships between the play centre and other settings involved in children's care, particularly the school from which the play centre operates are of an exceptional quality. Staff have worked extremely closely with other professionals involved in children's care. Information exchanged between settings enables staff to meet all of children's individual needs. Children thrive as a result of this.

Staff have thoroughly embraced the diverse backgrounds of children that they care for. All children's religious and cultural requirements are fully considered in the setting and staff are exceptionally sensitive to their needs. Staff enable children to learn to value all aspects of the world around them through their excellent example. Children are very respectful of each other and they enjoy exploring cultures and religions other than their own through inventive activities.

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

Children are making excellent progress in all areas of learning. Although children attend for short periods of time, the enticing plan of activities on offer encourages them to play and learn to the best of their ability. An enriching balance of child and adult led activities fully supports children's development towards Early Learning Goals. Partnerships with other settings that children attend mean that the play centre is exceptionally successful in supplementing and complimenting their main provision. Activities are all planned with the individual needs of children in mind. They skilfully bridge the gap between formal and informal learning, enabling all children to have free play and time to relax as well as make considerable achievements.

Children fully enjoy their time in the setting. They are highly imaginative in their play and enjoy immersing themselves in complex games as they act out known stories. Children use dressing up toys and a role play area to act out the story of "Little Red Riding Hood." They enjoy adapting the story as they explore the many resources and props they have available, inventing new characters as they find new outfits for them. Children engage in creative play for sustained periods of time, they are very cooperative with their friends and thoroughly enjoy developing their creativity through lively, inventive games. Children enjoy developing their language skills through chats with staff and their friends. Children demonstrate

their wide vocabularies throughout play sessions and they are very confident communicators. They respond enthusiastically to staff members' questioning. Staff are excellent teachers. They encourage all children to reach their full potential as they provide them with challenging experiences. Overall, activities engage all children in the setting exceptionally well.

Children are exceptionally aware of how to maintain a healthy lifestyle. They manage their own hygiene very well as they wash their hands without prompting and they enjoy a wide range of nutritious, enticing food. Children thoroughly enjoy cooking activities which have been implemented at their request. As a result they are learning how to promote their own robust health and are fully aware of the links between the food they eat and how healthy they are.

Children are able to develop splendid physical skills. They use a wide range of small equipment with considerable control and success. They use pens and pencils to draw intricate designs on pretend biscuits. They enjoy recreating their designs on real cakes, placing small decorations on their cakes with precision. Children use small construction blocks with significant control as they build intricate towers and vehicles. Staff encourage children to recognise shapes, colours and numbers as they count out bricks they use and when deciding on decorations for their cakes. Children enjoy plenty of outdoor play in the well-stocked garden, developing their large muscle skills as they climb and balance on the high quality play equipment. Children have daily access to computers and enjoy using simple technology as they rapidly develop skills for future learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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