

Hampstead Community Centre Playscheme

Inspection report for early years provision

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Inspector

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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

Hampstead Community Centre Playscheme registered in 2003. The playscheme is run by a registered charity, Hampstead Community Centre, and is led by a locally elected committee of volunteers. The playscheme operates from Fitzjohn School, within the London Borough of Camden. All children have access to an enclosed area for outdoor play.

The playscheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children from five years to under eight years may attend at any one time. The playscheme operates during the summer school holidays between the hours of 9am and 6pm. There are currently 88 children under eight years on roll, of these 16 are within the early years age group. The playscheme supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playscheme employs 10 staff, including the manager. Eight staff work directly with the children each week. Of these, seven hold suitable qualifications at level two or above and one member of staff is working towards a level three qualification. The manager holds a level three qualification. In addition, the playscheme employs three one-to-one workers to support individual children. Of these, two hold level two qualifications; one member of staff is working towards a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the care and support they receive from this friendly and committed team, who recognise the uniqueness of each child. Overall, the playscheme documentation is well organised and all children are making strong progress in all areas of their learning and development. Particular strengths of the playscheme include helping children to make a successful positive contribution and develop very healthy lifestyles. Excellent partnerships are well established with parents and carers, which results in children being secure and happy. Overall, the manager and team evaluate their service and are aware of their strengths and some of the areas for further development. This demonstrates their ability to make continuous improvements.

What steps need to be taken to improve provision further?

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

- keep records about vehicles in which children are transported, including

- insurance details on the premises, and include details of transporting a child in a vehicle in written permission forms
- develop self-evaluation processes further to fully appraise effectiveness and clearly identify how to secure further improvements.

The effectiveness of leadership and management of the early years provision

The team has a clear understanding of safeguarding issues; they attend training and hold regular meetings. A detailed policy is available, which contains the required details. Written risk assessments are carried out of all areas used by children and outings. There are operational procedures for transporting children in the mini bus and for water based activities. The manager visits places to risk assess before taking children on outings. The parents sign-up for which outings their children express an interest in and outing forms are symbolised with pictures of how they will be travelling. However, permission forms do not currently include the wording for transporting a child in a vehicle. The manager is the named driver for the mini bus and provides evidence of her driving license and authorisation card for driving the mini bus. Details regarding insurance and maintenance of the vehicle are with the council who provides the bus and not currently kept at the premises. A range of effective policies and procedures underpin practice. Children's welfare is protected as the team maintains detailed records of children's individual needs.

The playscheme is managed by a dedicated leader who works effectively with the enthusiastic team. The team meets regularly and reflects on their practice. They identify key strengths and areas where they can drive further improvements, although self-evaluation is not yet fully embedded. The recommendations raised at the last inspection have been fully addressed, improving outcomes for children. A wide range of resources are accessible to children. Overall, the playscheme is well organised to meet the needs of all children. There is good free-flow from inside to outdoors. The premises and resources are kept clean and very well maintained.

Inclusive practice is strong in the playscheme. All children receive lots of encouragement and support. Equality and diversity is celebrated through activities and discussions. Children use toys and resources which positively reflect the wider community. Children who speak English as an additional language are well supported. The team uses their knowledge of other languages to support children in being able to express their needs. Children enjoy sharing their home languages with each other. Children with special educational needs and/or disabilities receive support from one-to-one workers and the entire team.

The team share highly positive relationships with parents. All parents and carers are greeted warmly. The manager and key person make themselves readily available for any discussions. They spend time talking to parents about all aspects of their child's wellbeing. Questionnaires enable parents to share their views of the playscheme. Feedback indicates they are absolutely delighted with the service their children receive. A wealth of information regarding how the playscheme operates is on display and explained to parents.

Good relationships are made with other agencies that support children; this enables good continuity of care. The playscheme has developed links with the school from which they operate. The manager provides opportunities for children to benefit from engaging with the wider community. For example, teenagers help as volunteers, some of whom used to attend the playscheme. They also have links with older people who children visit.

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

Children arrive happily at the playscheme. They express their delight at attending and quickly engage in and enjoy the wide range of activities, which support their learning and development in all areas. The staff are aware of children's individual needs and interests. They use this information to support them in planning appropriate activities to meet their individual needs. There is a good balance of child initiated and adult led activities. The team make time to discuss observations with parents and seek their views, regarding how well their children's needs are being met. Children's behaviour is exceptional as they are very happy and engaged. Children are confident; they chat happily together and share and take turns extremely well. Younger children benefit from the support they receive from older children; listening attentively as they explain the rules of games.

Children are developing an understanding of the wider world; they look at books and play imaginatively with dressing-up clothes and material. They learn about differences through daily activities, which help them to develop respect for others. Children are developing their skills for the future as they explore how things work. They use cameras to take pictures of activities and use programmes on the computer. Children really enjoy playing imaginatively in the lovely areas indoors. They create make believe weddings and set up tea parties. Children are able to feel really proud of their achievements as staff praise and admire the lovely tie dye t-shirts children make. The team talk positively about the superb plaster cast models and painted tiles children create.

Children are learning how to keep themselves safe. They understand the routines and expectations of the playscheme and respond positively to gentle reminders from staff. They participate in evacuation procedures, enabling them to be clear of the steps to take in an emergency. Children are developing an excellent understanding of healthy lifestyles; they have lots of opportunities to visit local parks and places of interest. They have great fun participating in a wealth of ball and team games outside. There are lots of opportunities for challenge as children use large apparatus. Indoor activities include table tennis and pool. Children develop their fine muscle movements, using small beads, which they carefully place on boards to make their designs. They roll and mould plasticine; making figures and shapes. Children fully understand the importance of following good hygiene routines of washing their hands before eating. Children enjoy their packed lunches, as they sit together at tables outside. The staff fully promote healthy eating and make sure they are thoroughly informed of children's individual dietary

needs. Children do not get thirsty on hot days as they use drinking fountains and pour themselves water from readily accessible jugs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

Outcomes for children in the Early Years Foundation Stage	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	1
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