

# Hampstead Community Centre

78 Hampstead High Street, London, NW3 1RE

## Inspection date

01/10/2012

Previous inspection date

24/05/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's personal, social and emotional development is a high priority. Children are happy and confidently explore their environment, moving freely between all activities.
- Children are lively and confident and enjoy attending this welcoming setting, where staff have a good understanding of the Early Years Foundation Stage and how children learn.
- Well-established routines help ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective partnerships with parents and local schools help to support children's welfare and learning.

### It is not yet outstanding because

- Systems for self-evaluation to monitor the progress of the setting are not fully established to ensure improvements are consistent.
- Staff record some key words in children's home languages; however, there is little emphasis on providing opportunities for children to use their home language within their play and learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector accompanied the manager and a staff member to a local school to collect children.
- The inspector took part in a joint observation with the manager of a planned physical activity.
- The inspector held meetings with the manager of the provision.
- The inspector took account of the views of three parents spoken to on the day.
- The inspector observed children and sampled documentation.

## Inspector

Catherine Greene

## Full Report

### Information about the setting

Hampstead Community Centre registered in 1992. The registered body of this setting is Hampstead Community Action Limited. This club provides out of school care provision. The premises are situated in Hampstead in the London Borough of Camden. The club operates in the hall of the community centre, with access to a kitchen and toilet facilities. There is no outdoor play space. The club is registered on the Early Years Register and

compulsory part of the Childcare Register. There are currently 55 children on roll with five children in the early years age group. The club operates five days a week during term time. Times of opening are 3.30pm to 6pm. A collection service is provided for three local schools. The club provides care for children with special educational needs and or/disabilities and children with English as an additional language. The after school club employs four members of staff with play work qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend systems for self-evaluation to ensure that they are more rigorous and effective in informing the setting's priorities and setting challenging targets for improvement
- provide opportunities for children to see visual references to their home language and incorporate this within their play and learning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good understanding of the Early Years Foundation Stage and are knowledgeable about how children learn and develop. The learning environment provides plenty of activities for children to explore and have fun. Staff use registration forms to record children's interests and refer back to any developmental records provided by parents or the school. Children are able to set their own challenges and ideas within the adult-led activities. For example, children are absorbed as they design their masks under the calm guidance of the staff member who gives her absolute support. As staff get to know children, they plan activities to engage their interests and enthusiasm. Staff show skill at setting up resources, so children can really enjoy their time in the setting.

Children benefit from a variety of physical play such as when using the 'wheelie boards'. At the end of the session, the hall is cleared and children can experience the thrill of wheeling across the space. This means that they can practise a range of physical skills, also promoting their skills at negotiation as they take turns and help staff supervise the turn taking. Children also go on outings to local play areas and Hampstead Heath in the fresh air regularly.

Children have great fun as they play and staff are skilled at developing the learning opportunities within activities. For example, children playing on the wheelie board course count the number of times they can ride the course, and use mathematical language to describe how far they can wheel. They enjoy learning new skills when problem solving,

such as when they arrange games together such as connect four. Children enjoy looking at books and listening to stories. They are confident to speak in groups and share their ideas. They become absorbed in sensory play, and use a range of art materials to create with jewellery, collage and papier-mâché.

### **The contribution of the early years provision to the well-being of children**

Children's welfare is promoted well by confident and knowledgeable staff. Staff interact closely with children as they play, helping to develop positive learning skills. Children are developing friendships at the setting with the other children they meet from different local schools. Their behaviour skills are impressive, as they know how to cooperate and take turns as they play. They are curious to explore the setting and confident to ask when there is something they need. Children enjoy developing new skills and show great pride in their achievements. This is facilitated by staff who acknowledge children's achievements particularly for children who have been helpful, or taken part in an activity. Overall, this gives children strong skills for the future.

Children feel exceptionally safe in the setting. As they help decide the rules, they also develop a sense of ownership that increases their confidence and self-esteem. Staff are skilled at engaging children in play and allowing them time to feel secure. Children wear high visibility waistcoats for the walk back from school with their key person. They know about the rules that keep them safe and remind each other to stay with their partner as they cross the road. The setting has a written evacuation procedure that is practised with children at regular intervals.

Children thoroughly enjoy their snack as a group at the start of the session when they talk about their day and what they want to do now. They learn good hygiene habits from well-established routines and eagerly wash their hands before they eat.

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

The manager has a strong commitment to make sure that staff attend regular child protection training to update their knowledge and reinforce their understanding of the settings policy. All staff are checked as to their suitability and they have a good working knowledge of the policies and procedures. New staff receive a thorough induction and know how to report and record any concerns they have about a child's welfare. These processes are clearly explained to parents.

The after school club has sole use of the hall and toilet facilities during operating hours. In consideration of its location in a public facility, staff are vigilant about who can access their area. For example, the entrance is locked and there is always a member of staff in the kitchen/entrance area able to meet anyone who approaches. Risk assessments are well organised and staff follow the detailed procedures to minimise any hazards to children. All documentation is maintained and updated with the support of the local authority advisory

officer. This means that all essential information about a child is recorded that underpins children's well-being. Leaders and managers set high standards for the after school provision and deal with changes to guidance in a practical and effective manner. They recruit staff known to the children, some who also work as key persons in the local schools. Evaluation is not fully embedded at all levels of the provision but the manager is aware that more work is required in this area to ensure consistency of improvements.

Staff reflect on their practice and performance every day to make continuous and immediate improvements in outcomes for children. They gather the views of parents and children and use the feedback so that they can make considered, improvements in partnership. Resources are well managed and organised. Toys and equipment are of good quality and support children's learning well. As the setting has to use equipment that is easily transported and adaptable, many resources are stored in portable boxes with books on shelves. The areas are well planned to make it possible for children to relax. In the book area, children sit in groups comfortably on the mats and beanbags. Children are very familiar with what is available to them, which encourages their ability to self-select.

Staff are good role models and skilled at supporting children's play, which adds to children's enjoyment. The staff give children their undivided attention, in order to meet the additional needs of any child who attends. For example, they prioritise one-to-one support and key persons who work with children at school are available and present with children. This enables staff to provide care and reassurance particularly for the children in the early years and those who are new and settling in.

Staff are aware of children's home languages and cultures, using a range of strategies to support children's communication wherever necessary. Parents of children with English as an additional language speak highly in praise of staff. They really appreciate how they are supporting their children to continue to learn English. Opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed. Staff are aware of children's activities and well being at school with good communication systems in place with all three schools. They work closely with parents to ensure they are informed about how to meet children's needs. For example, they ask for details about strategies the parents use, and how staff might recognise the early warning signs of any upset or distress. Staff give written and verbal feedback about the children's day and their achievements. Details are kept on record so that if the children attend sporadically staff are quickly able to assess their starting points, reassure, and settle children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	116323
<b>Local authority</b>	Camden
<b>Inspection number</b>	813521

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Hampstead Community Action Limited
<b>Date of previous inspection</b>	24/05/2010
<b>Telephone number</b>	020 7794 8313

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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