

# Holy Innocents Play Zone centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY282578
<b>Inspection date</b>	13/08/2012
<b>Inspector</b>	Pamela Bailey
<b>Setting address</b>	Holy Innocents C of E Church, 192a Selhurst Road, South Norwood, London, SE25 6XX
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<b>Email</b>	
<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).

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

Holy Innocents Playzone Centre is one of two out of school provisions run by an individual provider. It opened in 2004 and operates from a church hall to the rear of Holy Innocents Church situated in South Norwood, and located in the London Borough of Croydon. Children have access to an enclosed outdoor play area. The club is open each weekday from 8am to 6pm during school holidays only.

The club is registered on the Early Years Register and on both the compulsory and voluntary part of the Childcare Register. It is registered to provide care for a maximum of 50 children aged from four to under eight years at any one time, of whom no more than 50 may be in the early years age range. There are currently 10 children on the roll in the early years age group. The setting also offers care to children aged over five years to 10 years.

There are five members of staff, including the registered provider/manager. Three of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment. Staff adequately promote children's health but procedures to prevent cross infection are not consistently applied. Most of the required documentation is maintained, although the provider has overlooked having a written medication policy in place. Good links between parents and other providers help to ensure individual children's needs are met. Children display a strong sense of belonging and are supported well to make good progress in relation to their starting points. Children do not always have their independence fully promoted. The setting has the ability to improve standards and demonstrates sufficient capacity to maintain improvement through self-evaluation.

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

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

- devise an effective policy on administering medicines. 27/08/2012  
The policy must include effective management systems to support children with medical needs (Safeguarding and promoting children's welfare)

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

- build on children's growing independence by allowing them to serve their

- own foods and pour their own drinks at meal times
- develop systems to maintain a suitably clean kitchen. In particular, for the hygienic preparation and storage of foods.

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

Clear vetting procedures help to ensure that staff working with children are suitable to do so. Sufficient staff hold a relevant qualification in early years and the provider supports staff to improve their qualifications levels. Staff have a secure knowledge of child protection issues. The designated lead practitioner for safeguarding children understands her responsibility to refer any concerns she may have about children's welfare to the appropriate agencies. Systems to promote children's health are adequate in most areas. The majority of staff have attended an appropriate paediatric first aid training course which means there are sufficient staff who can give appropriate care if there is a minor accident. However, practices and routines are not always fully effective in the prevention of cross infection. For example, the facilities used for the preparation and storage of foods are not maintained to a satisfactory level of cleanliness. Most documentation which contributes to children's health, safety and well-being are regularly reviewed. However, the provider has overlooked the requirement to ensure there is a written policy on administering medicines. Although this is a breach of the specific legal requirement, it does not have an adverse impact on children's well-being. This is because the provider is aware of and meets the requirements with regard to administering medication to children. A suitable range of safety precautions are in place to help ensure the environment is safe for children. Staff carry out regular risk assessments of the premises, which enable them to reduce potential hazards to children. In addition, detailed risk assessments are carried out for outings. This further promotes children's safety.

There is a strong emphasis on ensuring that practice is inclusive for all families. Staff gather information by talking to parents and with those who teach children at the local primary schools to support children's achievements. They securely base their planning on what children can do when they start to attend the holiday club. Children are actively involved in the decision making procedures. They share their views about the activities and make suggestions during daily discussions. Resources are plentiful and trips in the local community support children's achievement and enjoyment. There are currently no children on roll who need support from other agencies. The provider liaises with the local authority early years advisors. This enables staff to access specialist knowledge, skills and resources, should the need arise. The setting's systems for keeping parents informed about aspects of its work ensure parents have coordinated, up-to-date and accurate information.

The provision has developed a self-evaluation process which is based on appropriate levels of monitoring and analysis overall. The provider has taken adequate action to secure improvements satisfactorily, including weaknesses identified at the previous inspection. For example, the provider has improved the settings security, documentation, staff qualifications and training, and aspects of

children's learning and development. Parents may express their views through questionnaires, all of whom comment highly about the service provided.

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

Children are confident and well equipped with the skills they need in order to secure future learning. A formal induction at the start of the programme and ongoing discussions enables children to share their ideas and interests, and play an active part in their learning. Regular observations and flexible planning ensures that the individual needs of children are met. Children behave extremely well. They help to make the rules within the setting which is consistently abided by. Children play cooperatively, sharing and taking turns. This ensures good relationships and harmony.

The environment is well planned to support communication and literacy skills. Children practice writing in a number of situations. They sign in using the self-registration system, noting their name, time of arrival and departure, and labelling their work. Clear display of text encourages children to notice print in the environment. Children show great confidence in reading simple words on labels. They spend time in the inviting book area 'reading' and sharing books with friends. Children speak very confidently to adults and their friends. They express their ideas and experiences well using good vocabulary in both formal and informal situations. Well planned activities enable children to learn about the world they live in, different cultures and beliefs. For example, children participate in celebrations of religious festivals such as Ramadan. They have access to positive images through resources that help them to become aware of and embrace differences in gender, culture and disabilities. Children examine and keenly show care for living things. They handle small insects such as ants and spiders gently and water the plants. Children explain that plants need water and sunlight to grow. Children demonstrate good cutting and joining skills. They select and use appropriate materials and tools competently to create models in two and three dimensions. For example, they construct houses with different rooms and furniture. Children are skilled at using information technology. They are confident when using the mouse and keyboard to play games provided on the computers.

Children enjoy a good range of physical activities both indoors and outdoors that contribute to a healthy lifestyle. Planned activities, such as 'the Olympics' and 'playzone's got talent', challenge and support children's physical development, creativity and imaginary ideas. Children respond and move enthusiastically during music and movement sessions. They take pleasure in showing visitors how to use complex wheeled equipment designed to develop balance and coordination. Children support each other to learn new skills such as playing badminton. Children take care of their own personal needs following good hygiene routines. They move around independently accessing the available resources through free-flow indoor and outdoor play, and can help themselves to a drink of water if they need one. However, children have less opportunity to build on their independence at meal times. For example, staff serve the children their meals and snacks and pour their

drinks. Although children benefit from a healthy diet, the areas used for preparation and storage are not hygienically maintained to prevent cross infection.

Children develop an awareness of safety through practicing emergency evacuation and discussing the reason for this with staff. They demonstrate their understanding of safety issues when out and about in the community as they talk about the dangers when crossing the road and the use of pedestrian crossing.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	3
The extent to which children adopt healthy lifestyles	3
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