

Hilldrop Community Centre

Community Lane, Hilldrop Road, London, N7 0JE

Inspection date	09/10/2012
Previous inspection date	27/11/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The leadership and management of the play centre are ineffective; responsibilities for safeguarding are not met and procedures for vetting staff suitability are not robust. As a result, the suitability of staff is not assured, and qualification and training requirements are not met. There is also no named deputy to take charge in the absence of the manager.
- There are insufficient systems for performance management and the continuous professional development of staff. There are ineffective systems for monitoring staff practice because leaders and managers are themselves not clear on the regulations that they have to meet.
- There is no key person system in place to help children to settle and to monitor that their individual needs are met.
- There are insufficient systems in place for self-evaluation to inform the play centre's priorities, which can be used to set key targets for improvement.
- The setting is uninspiring and only a basic range of activities and resources are offered to occupy children.
- Children are not helped to learn to keep themselves safe and healthy.
- Partnerships with parents and others involved in children's care are weak. As a result, consistency of care and support for learning cannot be assured.

It has the following strengths

- Children appear happy and settled; they enjoy coming to the play centre to meet their friends and play.

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

- Inspector undertook observation in the main play area
- Inspector sampled documentation
- Inspector had discussions with staff about practice and children about their views

Inspector

Maria Conroy

Full Report

Information about the setting

Hilldrop Community Centre after-school club and holiday playscheme registered in March 2005. The group is run by a management committee. It operates from the Hilldrop Community Centre in the London Borough of Islington. The group has use of a large hall, adjoining group room, computer room, small hall, kitchen and two outside play areas. The centre serves children from the local area. The after-school club opens five days of the

week from 3.30pm to 6pm term-time only. The holiday playscheme opens from 8.30am to 5.30pm. The group has 131 children on roll for both the play scheme and the after-school club. Of those, 31 are in the early years age range. A team of four staff work with the children; two hold recognised qualifications in play work. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the confidentiality of information and records about staff and children by ensuring they are held securely, are easily accessible, and are available only to those who have a right or professional need to see them.
- ensure that the manager holds at least a full and relevant level 3 qualification and that at least half of all other staff hold at least a full and relevant level 2 qualification; ensure there is a named deputy who is judged capable and qualified to take charge in the manager's absence.
- ensure children's individual needs are met by assigning each child a key person to help them become familiar with the setting when they first attend, to tailor activities to meet their individual learning needs, and to liaise with their parents and other settings they attend.
- ensure that people looking after children are suitable to fulfil the requirements of their roles by carrying out regular staff appraisals to identify any training needs, and by securing opportunities for continued professional development for staff.
- ensure children are cared for by people who are suitable to do so by implementing effective systems of checks, including obtaining an enhanced criminal records disclosure in respect of every person aged 16 and over who works directly with children or who works on the premises on which the childcare is provided.
- maintain a record of the name, home address and telephone number of the provider and any other person living or employed on the premises, and the name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision
- make sure that at least one person who holds a current paediatric first aid certificate is on the premises at all times when children are present, and that at least one person who holds a current paediatric first aid certificate accompanies children on outings; the first aid training must be local-authority approved and be relevant for workers caring for young children
- provide a stimulating, well-resourced and welcoming environment, both indoors

and outdoors to support children's all round development and emotional well-being, which complements the activities provided in other settings they attend.

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

- improve the systems for self-evaluation by regularly monitoring practice in order to identify priorities and targets for future improvement.

Inspection judgements

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

Staff's knowledge of the Early Years Foundation Stage is poor, and they do not use everyday opportunities for learning. The activities provided are not always exciting or do not provide sufficient challenge for the children attending. The play centre has not implemented a key person system; as a result, links with other early years settings children attend are not effective. Staff are not aware of the progress children make at school or the support children require in their learning and development. Activities planned are varied but do not complement or support what children have been doing at school.

Children are happy and keen to play. They remove their coats and choose what they would like to do. They generally engage in activities that are set out for them when they arrive from school, including art and crafts, making necklaces and using soft-play equipment. There is a selection of resources available to children, although some require updating and improving. Activities set out are not always attractive and inviting; for example, the book area does not engage children's interest and so children do not use it.

Parents say that staff have helped their children to settle, when they initially started. Staff acquire some information from parents in relation to health, discipline and home life, which they use this to support individual children. There is a parents' notice board, which has some information for parents; staff are also developing a new display area to highlight the activity plan and daily routine. Notice boards around the room give children the opportunity to display their art and craft work, such as when they made crowns and torches to celebrate the Olympics.

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

Children have the opportunity to use both indoor and outdoor areas for play. They take part in a reasonable range of activities such as skipping, football, climbing and crawling using the soft-play equipment. Children have a simple snack, which comprises a piece of toast with spread, some fruit and a drink. However, they do not use the daily routine to help children understand the importance of a healthy diet and exercise. Children are encouraged to take themselves to the bathroom and wash their hands before snack time.

Children generally share and take turns; for example, they queue up and wait patiently for their snack. They enjoyed playing with each other on the soft-play area as they pretended

to be cats and dogs. Children understand the sanctions for unwanted behaviour; they take time out until they have calmed down and then rejoin the group. Staff speak to children about their actions and the reasons why they cannot behave in certain ways. Staff were observed interacting positively with the children as they played.

Children are beginning to build relationships with the staff; however, the ineffective key-person system does not support or encourage children to develop such attachments. Staff follow suitable safety procedures for walking children from school to the centre. However, they fail to use the daily routine or other activities to promote children's awareness of their own safety. For example, children do not take part in regular fire drills. Therefore, they are not familiar with the procedures they would need to follow in the event of an emergency.

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

Leadership and management are not effective. Responsibility and accountability arrangements are not clear or understood by providers or the manager. For example, they disagree about whose role and responsibility it is to implement the vetting procedures for staff who work in the setting. Safeguarding arrangements are not met because procedures are not robust. For example, records to demonstrate staff suitability are not available for all staff, and some staff who cover for absence and sickness have no checks undertaken on them. Qualification requirements are not met, and a person trained in first aid is not always present with the children. There is no named deputy to take charge in the event of the manager being absent. Therefore, the setting does not adequately safeguard children.

There is ineffective monitoring of staff, resulting in inconsistent practice and poor identification of training needs. There are no systems in place for supervision of staff. As a result, staff have little opportunity for professional development to help improve their knowledge and understanding of practice and changes to legislation. Staff are not clear about or confident of the learning and development requirements, or their role in supporting children who attend. The setting has yet to set up an effective key-person system. As a result, the links with other settings and parents do not enable staff to incorporate individual needs when planning the activity programme.

The local authority has devised an action plan for the play centre, but it has not been successfully implemented. As a result, staff do not understand the legal framework within which they work. There is no clear order of priorities to enable the play centre to address the areas for further development systematically.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, and that the manager has a qualification at a minimum of level 3 in a relevant area of work (Compulsory part of the Childcare Register)
- implement an effective system to ensure that any person caring for, or in regular contact with children is suitable; this must include obtaining an enhanced Criminal Records Bureau check and checking they have integrity and good character; have skills and experience suitable for the work, and are physically and mentally fit for the work (Both parts of the Childcare Register)
- keep records of the name, home address and telephone number of every person living or working on the part of the premises where the childcare is held, and retain them for a period of two years (Both parts of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid certificate (Both parts of the Childcare Register).
- implement an effective system to ensure that any person caring for, or in regular contact with children is suitable; this must include obtaining an enhanced Criminal Records Bureau check and checking they have integrity and good character; have skills and experience suitable for the work, and are physically and mentally fit for the work (Both parts of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid certificate (Both parts of the Childcare Register).
- keep records of the name, home address and telephone number of every person living or working on the part of the premises where the childcare is held, and retain them for a period of two years (Both parts of the Childcare Register)

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

Unique reference number	EY306279
Local authority	Islington
Inspection number	886157
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	131
Name of provider	Hilldrop Community Centre
Date of previous inspection	27/11/2009
Telephone number	020 7607 9453

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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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