

Camden Square Playcentre

Murray Street, LONDON, NW1 9RE

Inspection date

Previous inspection date

15/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress as staff plan well for their individual needs.
- Areas have been arranged so that children can investigate lots of resources independently. They engage well in activities because they can choose from things they enjoy.
- Children make good progress in their physical development. Staff encourage them to play outside in the fresh air and to use the well-planned outdoor equipment.
- Staff members encourage children to respect themselves and each other. They follow the good example of the staff team and appreciate the feelings and wishes of others.

It is not yet outstanding because

- Activities to enable children to explore information and communication technology are mostly based on computers and do not fully extend into other types of technology.

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 observed activities that children and staff were doing together.
- The inspector accompanied staff on a walk from a local school.
- The inspector discussed the leadership and management of the setting with a member of the management team.

Inspector

Naomi Brown

Full Report

Information about the setting

Camden Square Play Centre registered in 2012 and operates from self-contained premises in a residential area in the London Borough of Camden. It is managed by Maiden Lane Community Centre. Children access a large hall, an arts and crafts area and a quiet area. They also have access to a large outdoor space, including an adventure play area and sports court. The setting is open during the school holidays from 8am to 6pm and from 3.30pm to 6pm during term time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Eleven staff work directly with the children. Of these, nine have appropriate early years qualifications. There are currently 12 children on roll in the early years age range. In addition, there are 94

older children currently attending.

What the setting needs to do to improve further

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

- help children to learn about a wider range of technology by providing a range of materials and objects to play with that work in different ways for different purposes, for example, an egg whisk, a wind up torch, pulleys and tape recorders.

Inspection judgements

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

Children make good progress towards the early learning goals in relation to their ages and starting points. Staff have gathered a good range of information about what children can and cannot do. They use this information to plan for children's individual needs and this successfully promotes children's progress. Key persons communicate well with parents, carers and any other professionals involved in children's care. They see most children after school only and are well aware of the importance of this information from other carers. Key persons use this knowledge to make sure that children experience a varied curriculum, but also one that supports their specific learning needs. For example, for some children, there is a focus on handwriting and concentration skills, which teachers at children's schools have identified as an area for support. Key persons also observe and track children's progress closely and this is clearly evident as children are making good progress since joining the setting.

Children are confident and concentrate well. Activities such as sewing, construction, wooden train sets and a well-stocked book corner encourage children to sit at one activity for a good length of time. They feel safe and comfortable in the setting. Staff members sit with small groups and support them, helping them to use a needle safely as they sew pieces of felt together to make bags. Children are able to grip the needle with support from staff who encourage them to have a go before they intervene and help. As a result, children are confident and enthusiastic about the activity. They enjoy looking at the effect of their sewing and how the stitches hold the pieces of fabric together. These good concentration skills and the ability to overcome challenges support children in their future learning, especially at school.

Children particularly enjoy the outdoor areas. Staff members are enthusiastic about

children's physical health. They support and encourage them to climb on monkey bars, to slide down the large slide and to ride bikes around the paths in the garden. Children are able to play ball games and to run freely with their friends. This promotes their social skills as they play in the fresh air. Children also enjoy nutritious food. They tuck into warm crumpets, vegetable sticks and other tasty treats, which fuel them to play until home time. Children are able to confidently discuss how good food makes them feel better. They chat about hot meals 'warming you up' on cold days. They state how they enjoy having second helpings and that they really like soup and pasta on colder days. This shows that children are interested in what they eat and they feel that their views about meals are considered.

Children are inquisitive and interested in features of their surroundings and how these change. Staff members encourage children's curiosity by enabling them to notice things they see on walks home. For example, a child noticed an egg by the side of the road. They discussed the progress of this egg daily, noticing when a crack formed, and then when the egg disappeared. They used this opportunity to solve the problem of what might have happened. The child deduced that the egg had hatched and the bird in it had flown away. Children enjoy exploring other features of the natural world. They have made nature collages, exploring the shapes and textures of leaves, twigs and grasses. They have mixed these with paint and glue to make different effects. This enables children to understand how their actions can change objects and use them to represent their imaginations.

Children have access to computers and use screens, a keyboard and mouse to explore information and communication technology. However, they do not currently have many other resources that support them to learn about other kinds of technology, such as wind up torches or radios.

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

Children are confident and settled because they make secure attachments to their friends and staff members. Staff members greet children enthusiastically and they speak to them about their day and how they are feeling. Children feel able to express their feelings, thoughts and ideas and are valued in the setting. They behave well as staff set clear rules and boundaries. Children feel able to control things around them. They know that they can speak to staff members about something they do not like or that upsets them. This means that children feel supported and welcomed and their emotional needs are well managed.

Children show good levels of independence in their personal care as staff focus on encouraging children to take responsibility for their routine personal needs. For example they put on their own coats as they go out of the setting and are able to put on their own shoes. Children follow robust, hygienic routines that encourage their good health and safety. They wash their hands as soon as they arrive at the setting and sit down to eat their food safely. Children understand how to promote their own safety. They take care crossing roads and use large and small equipment safely. Staff have taught children how

to leave the building safely if there is a fire. Children describe this confidently and are aware of how this can protect them from harm. Written procedures are well implemented by all staff to promote children's health and safety. They understand how to manage any specific needs of children in their care to make sure that they protect their health, including allergies or medical needs.

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

The setting is well run by a knowledgeable and experienced management team. Managers are able to accurately describe significant strengths of the setting, as well as demonstrate their plans to promote future improvements because they use an effective system of self-evaluation. They are able to drive changes so that the setting can continue to effectively meet children's needs. They consider the needs of parents, carers and children to ensure that changes respond to a range of needs.

Safeguarding systems are effective. The setting has good recruitment and vetting procedures to make sure that all staff are suitable to work with children. Staff are clear about signs and symptoms of abuse and also how to record and report concerns. All staff undergo safeguarding training and are aware of the contents of policies and procedures. Managers encourage staff to develop their qualifications. They support less experienced members of staff. As a result, children benefit from an enthusiastic and well-trained staff team. Children are well protected in the setting.

The management team have developed effective partnership and inter-agency working. They have gathered important information about children's needs and other agencies or professionals involved in their care. Managers and key persons liaise with other settings effectively to share relevant information to promote children's overall development. They are able to make accurate assessments about children's progress and also consider any emotional needs they may have. As a result, children are settled and supported in the setting. Managers and staff are well informed about the Early Years Foundation Stage and also the requirements of the Childcare Register. As a result, they meet all requirements to a good standard.

Staff work well with parents and carers. They are welcomed into the setting and are able to add to their children's learning records and chat to their key persons whenever they wish. As a result, staff are able to meet children's learning and development needs well.

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
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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

EY453439

Local authority	Camden
Inspection number	881354
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	48
Number of children on roll	105
Name of provider	Maiden Lane Community Centre Ltd
Date of previous inspection	Not applicable
Telephone number	07812 176 489

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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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