

# Eleanor Palmer Play Centre

Eleanor Palmer Primary School, Lupton Street, LONDON, NW5 2JA

## Inspection date

Previous inspection date

21/03/2013

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 enjoy a broad range of activities and have fun at the play centre with their friends.
- Snack time is well organised to make sure it is a relaxed social occasion where children receive healthy nutritious food.
- Staff have strong partnerships with parents and teachers at the school, which, in turn, supports children's care and learning.
- Free-flow between the indoor and outside environment enables children to make choices about their play.

### It is not yet outstanding because

- Role-play resources do not always reflect the rich cultural diversity of the setting to support children's personal, social and emotional development and understanding of their community and the wider world.
- Children who have their snack later in the session are not encouraged, as others are, to sit when eating.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the main hall and the outside play area.
- The inspector held discussions with children, parent, staff, teacher and the manager.
- The inspector looked at a sample of available documentation such as the safeguarding policy and children's records.
- The inspector invites the manager to carry out a joint observation with her.

## Inspector

Helen Steven

## Full Report

### Information about the setting

Eleanor Palmer Play Centre registered in 2012. It is one of six early years settings privately run by People Potential Possibilities. The play centre is for children attending Eleanor Palmer School, in Tufnell Park, in the London Borough of Camden. Children have access to a hall and outside playground area.

The play centre is open each weekday from 3.30pm to 6pm term time only. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll in the early years age range. The setting supports children who are learning to speak English as an additional language.

The setting employs five staff including the manager, who hold relevant childcare qualifications. There are generally three staff on duty for each session. In addition, there is a volunteer who, at times, works with the children.

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

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

- strengthen opportunities for children to use role-play resources that reflect their different cultures and home lives to support children's personal, social and emotional development
- support children's personal development by encouraging them to follow safe practices, such as sitting down, when eating.

## Inspection judgements

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

Children are happy and secure at this play centre. They are in their familiar school surroundings and make use of the indoor and outside activities freely. Staff take account of information provided by children, parents and the school before children start at the play centre. This helps staff care for the children according to their individual needs. Children are encouraged to tell them things they are not sure about, for example, children ask what would happen if their coat is hung up too high. Consequently, children settle in quickly and are happy and confident to choose and use resources independently. The staff know each child well and develop strong relationships with them. When asked what they enjoy about the play centre children say playing a lot and eating. They like the fact that

they always have different art things going on and they enjoy playing football. The staff organise a wide range of resources and activities which complement children's learning in school. The staff listen to children's ideas and interests to plan activities so they reflect their wishes.

Children choose how they spend their time and enjoy free play as well as adult-led activities, which helps promote their independence. After their snack they quickly settle into activities. Staff interact with children engaging them in conversation, joining in games and teaching them a range of skills to extend their play and learning. Children communicate well with each other and use snack time as a social occasion where they can exchange information. Children make use of construction toys to complement their imaginary play. For example, they make plates for their make-believe tea parties. They skilfully fold paper to make a jet fighter plane which they fly across the room. The children have made plaster cast models in moulds, which they carefully paint when dry using individually chosen colours such as a teeny weeny bit of blue paint. They then experiment by mixing all the colours together. Children also express their creativity by using spoons to tap out rhythms on the wooden stage. They have access to a range of writing materials and express their ideas through drawing. Children play mixed games in the playground where they develop their physical skills with rackets and balls and enjoy a game of football. They competently bounce the balls on the racket strings and hit the ball to and fro with a staff member. They make use of the large fixed equipment in the playground, using the structure to climb over, under and through. This encourages them to move their bodies in different ways and gain physical strength. The children enjoy games which encourage them to socialise. For example, they close their eyes and count while their friends hide and they then race off to find them. They also play chasing games with their friends and with staff members.

The children adore role play. They dress up and create lots of scenarios where they share their ideas with other children. They chat during imaginary play about pilates and their babies who they need to put to bed. Children move the home-corner toys and equipment around the room to enhance their play. For example, they find a corner by the stage and make use of the benches as tables for their tea party.

Although well loved, the resources such as the pretend cooking utensils and crockery are primarily plastic and do not reflect the rich diversity of the club's community. There are some multi-cultural resources such as dolls, but these are not set out routinely which means that, at times, children have one white doll between them to play with. This has an impact on how well children are able to re-enact their home lives and understand more about the world around them. Cooking activities, themes on festivals and snack times incorporate food from different cultures to show children differences in the social world around them.

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

Children enjoy being at the club and form good friendships with other children. They are aware of the routine at the start of the session, which helps them feel comfortable and

secure. They show independence as they put their coats away appropriately on hangers. This encourages children to take care of their belongings. Children are well behaved and co-operative with each other. They are involved in setting the behaviour codes, which gives them an awareness of the expectations. Staff are calm and consistent when managing any unwanted behaviour to help children learn about right and wrong. For example, they gently remind children about not climbing on the stage or crawling under the tables, for their own safety. Consequently, there is a calm, warm atmosphere in the setting, which enables all children to concentrate during their play. Children happily take on responsibilities, such as helping serve the cooked snack as children arrive. Furthermore they are very helpful at tidy up time. This helps children gain confidence and independence.

Children are learning about good hygiene practices, such as hand washing before eating. They eagerly find a seat and take their turn to serve themselves nutritious healthy food, which is put out on display. They enjoy foods such as pasta with sauce and fresh fruits, which encourages the children to follow a healthy diet and lifestyle. The food is plentiful and some children have second helpings. The snack time is well organised and relaxed. However, children who attend extra-curricular activities miss this social time and staff provide them with a sandwich later, when they identify they are hungry. However, the children do not sit down to eat, for their comfort and safety. In addition, this is contrary to how staff encourage other children to eat safely. Daily opportunities to play physical games both indoors and outside in the fresh air help children develop an understanding that exercise contributes to their good health. Children show a secure understanding of keeping themselves and others safe. For example, when a container of water is spilt they hold out their arms and remind others to step back so that they do not slip.

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

Although this is a new registration, the staff have been working at this site for a number of years under a different registration. As a result, they have strong connections with the school, who are very supportive of the play centre. Teachers appreciate how well the staff work in partnership with them to support children's learning. There is an ongoing two-way flow of information, which greatly benefits the children in reaching developmental targets set for them.

Staff have a secure understanding of safeguarding procedures and regularly update their knowledge through training facilitated by the local authority. The organisation is further developing their written policies in order to reflect this individual setting's procedures to help staff safeguard children. There are effective vetting systems in place to check that all staff are suitable to work with children. Staff monitor the intercom to check visitors to the premises and carry out regular risk assessments to help keep children safe within the setting.

There are systems in place to effectively supervise and appraise staff in order to support their professional development. All staff hold a relevant qualification. Currently one staff

member has received training specifically for the Early Years Foundation Stage and there are plans for the rest of the staff team to undertake this soon. This helps staff tailor activities to the differing needs of the younger children and, in turn, enhances the outcomes for each child. Staff support children's learning by using their observations and information from parents and teachers. This helps ensure each child receives the appropriate support to achieve their next steps in learning. Staff evaluate their practice in order to maintain continuous improvement in the provision for the children. They seek the views of others to help drive improvement. For example, there are regular children's meetings to discuss topics such as play activities. The staff have good relationships with parents who report that their children "love it<sup>2</sup> at the play centre. They particularly like the fact that there are lots of activities and the older children at the setting "look after the little ones". Partnerships with the school are strong, which provides children with continuity in their care and learning.

### **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 action. 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>	EY453089
<b>Local authority</b>	Camden
<b>Inspection number</b>	885420
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	People Potential Possibilities
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07805834851

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

