

# Fortune Green Playcentre

Fortune Green Road, LONDON, NW6 1DR

## Inspection date

Previous inspection date

26/03/2013

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

- Staff are kind caring and considerate towards the children.
- Children confidently express their views and thoughts as they have formed secure relationships with those adults who care for them.
- There are effective systems to promote good partnership working with parents. This helps to ensure that parents are well informed about their child's care, learning and development.
- Children enjoy activities that are fun, stimulating and challenging.

### It is not yet outstanding because

- Children have limited opportunities to care for and develop their environment through planting and growing activities.

## 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 conducted observations of children playing.
- The inspector looked at children's assessment records and planning documentation.
- The inspector talked to the manager and staff about the running of the playcentre, roles and responsibilities.
- The inspector took into account the views of parents of children who attend.
- The inspector completed a joint observation with the manager.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

Fortune Green Playcentre was first registered in 1994 and registered again in 2012 due a change of ownership. The playcentre is part of the group Play Adventures & Community Enrichment Ltd. The playcentre provides a holiday play scheme and after-school club in the London Borough of Camden. The playcentre operates from a purpose built building which comprises two halls, sensory room and kitchen. Children have access to an enclosed outdoor area. There is ramped access to the buildings. The playcentre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 children in the early years on roll. The playcentre operates five days a week during term time. The after school club is open from 3.30pm to 6pm and the holiday play scheme from 8am to 6pm Monday to Friday. The service runs for 50 weeks per year. The after school club provides an escort service for children who attend primary schools in the local area. Fortune Green Playcentre provides care for children with special educational needs and or/disabilities and children with English as an additional language. There are five members of staff employed to work directly with the children. Of these, all hold appropriate early years qualifications. One member of staff has qualified teacher status.

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

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

- develop opportunities for children to care for and develop the outdoor environment, for example, taking care of the flowerbeds and planting and growing in a vegetable patch.

### Inspection judgements

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

Children are confident and secure at the playcentre. The staff effectively identify children's starting points and complement children's learning and development at school with thoughtful and challenging planning for the playcentre activities. Planning is flexible, responding to children's individual interests. Children are able to contribute to plans as staff seek their views about activities. A notice-board displays children's ideas for play activities. Consequently, children make good progress in their learning and development. Staff talk to parents about children's achievements and the activities they take part in.

Children are busy and fully occupied. They have fun and enjoy their time at the playcentre, sharing jokes with staff as they talk about their school day. Resources and activities are well suited to children's interests and effectively challenge and stimulate them. For example, they have a great time making cakes with melted chocolate and chocolate eggs. The children all giggle as they eat some of the eggs. Children tell staff the cakes need to go in the fridge to set before they are taken home. Children excitedly take part in activities such as tapping out a rhythm on musical instruments as they listen to stories. Children's skills in speaking and listening are developing well. Children are eager to participate in conversations with the staff and their friends. Staff help children to learn about the importance of taking turns when speaking. For example, they gently remind the children to allow their friends to finish speaking first and not to interrupt. Staff use open-ended questions to encourage children to think for themselves and explore their own ideas and concepts. Children's literacy skills are developing well. They enjoy looking at books that stimulate their skills of imagination. The book corner is comfortable and cosy allowing children to relax as they look at books. Staff provide good levels of support to help prepare children for the next stage of their learning.

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

Children are provided with a challenging environment that supports and extends their all-round development. Children develop secure attachments with the kind, caring staff. They treat children with respect and talk to them in a calm and sensitive manner. Children confidently talk about their interests and ideas.

Children are beginning to learn about behaviour expectations. Staff manage behaviour well and talk to children about the consequences of their actions on others. Children play well together and are encouraged to work together as they, for example, help to prepare the room for tea. Consequently, staff effectively promote children's personal, social and emotional development.

Staff support children to feel safe and children have good opportunities to develop an understanding of their own safety. For example, children draw pictures of how to keep safe on their journey from school to the playcentre. In addition they remind their friends to look for cars and hold hands as they cross the road.

The staff successfully promote children's physical development, health and self-care. Children cover their mouths when coughing and need little reminding to wash their hands before eating. Mealtimes are a social event where children are encouraged to sit together with their friends. They are relaxed and happy as they talk about their day at school and what they would like to do next. Staff demonstrate high levels of understanding as children change their minds about their chosen activity. Children make decisions about the food they eat at teatime. They help staff prepare food and serve each other. Older children support younger children to carry plates and find a place to sit and eat. Children

take great delight in joining in with games when in the playground. They enthusiastically run after one another as they play football and 'hide and seek'. Children are excited as they make and use a rope swing. Consequently, children learn the importance of developing a healthy lifestyle. However there is little opportunity for children to develop an understanding of caring for their environment, particularly outdoors, and for planting and growing.

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

The energetic and committed staff are enthusiastic and highly motivated. Children benefit from a child-centred environment, where children have opportunities to make good progress in their learning and development. The staff team have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and staff have clear visions for the future and demonstrate a commitment to making improvements for the benefit of the children. The setting has implemented a self-evaluation system, which includes children's views and ideas. Consequently, children are fully included in any changes in the playcentre. Staff are encouraged to access relevant training opportunities offered by the local authority or through in-house training. This helps to ensure that staffs' knowledge remains up to date.

The staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff work hard to help to ensure children play in a safe and secure environment. Staff are successfully deployed meaning children are supervised and supported at activities. There are effective risk assessment processes in place and staff take appropriate action to minimise hazards to children. Staff have a clear understanding of safeguarding issues. They are aware of the procedures to follow if they have concerns about a child's safety and well-being. The robust recruitment procedure helps to ensure that adults caring for children are suitable to do so. Staff monitor visitors to the premises and any individuals not vetted do not have unsupervised access to children. This helps to promote children's safety and well-being effectively.

There are good systems to promote partnership working with parents. There are noticeboards in place, which provide parents with information about the playcentre and the registration certificate is displayed. Children have their own personal developmental record, and these are accessible to the parents. Staff talk to parents about children's progress and achievements to keep them informed. Parents comment that their children love attending. Staff develop good relationships with the schools that children attend to ensure children enjoy and benefit from their time in the playcentre.

### **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>	EY451926
<b>Local authority</b>	Camden
<b>Inspection number</b>	885065
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Play Adventures & Community Enrichment Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02071835120

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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, 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.

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