

The Cubit Street Play Centre

3 Cubitt Street, London, WC1X 0LJ

Inspection date

Previous inspection date

03/04/2013

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

- Partnership with parents is effective; home-link books and regular communication ensure they are well informed and involved in their child's care.
- High levels of supervision enable all children to take a full part in the range of activities provided.
- The effective key person system helps children feel safe. Staff know them extremely well, including their specific care needs and areas where they require further support.
- Partnership with professionals involved with children is successful and as a result children's individual needs are supported well to provide consistent care.

It is not yet outstanding because

- Staff do not consistently enable children to take part in activities to develop their senses on a daily basis and as part of the free play environment.

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 completed a joint observation with the manager.
- The inspector gained the views of parents.
- The inspector observed interaction with staff and children.
- The inspector sampled documentation.

Inspector

Maria Conroy

Full Report

Information about the setting

The Cubit Street Play Centre registered in 2012. It is an after-school, holiday play-scheme and Saturday club for children with special educational needs and/or disabilities. The Play Centre is based in Camden in the London Borough of Camden. The children have use of two play rooms where they are divided according to their age and developmental stage. All children have access to a large enclosed play area. The Play Centre is open after-school from 3.30pm to 6pm and on a Saturday and during holidays it is open from 10am to 4pm. There are currently 108 children on roll, of those 51 are in the early years age range. The Play Centre supports children who speak English as an additional language. The Play Centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Play Centre employs 23 staff, of those seven hold a recognised qualification.

What the setting needs to do to improve further

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

- increase the opportunities for children to explore colour, texture and space on a daily basis as part of the free play environment.

Inspection judgements

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

Staff have a secure understanding of how children learn and how to support children who have disabilities and those with specific needs. Staff know children's developmental needs and their interests very well. They use this knowledge effectively to plan a range of activities, using themes, which they adapt well for each child attending.

Children's communication skills are promoted effectively. They enjoy singing songs and staff use simple actions and signs to encourage them to understand the meaning of words. They listen to familiar stories and staff use real life props, such as the apples and sweets that the caterpillar eats in the story, to gain their attention and to help them explore different textures. Children are beginning to express themselves through planned activities. They use brushes to paint and have fun with imaginative materials, such as celery sticks and custard, to create patterns on paper. Overall, staff provide good opportunities for children to develop their senses through planned activities. However,

they do not ensure that children have consistent opportunities to develop their senses in the range of free play activities on offer on a daily basis. This means that children's experiences are not consistently of the highest quality.

Children's personal, social and emotional development is fostered well. They are encouraged to become more independent, for example by making choices to play either indoors or outdoors. Children are provided with situations where they can be part of a group during snack time and circle time. This helps them to learn to how take turns and be aware of others in their environment. Children take part in a range of activities that promote and support their physical development; for example, they enjoy bouncing up and down on the bouncy castle and riding bikes.

Staff have developed effective partnerships with other professionals involved with the children who attend. As a result, they provide consistency in their specific care routines and individual educational plans. This supports children well towards their next steps in learning.

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

Well organised play rooms provide plenty of space for children to move around and play freely. There is a good range of resources which support children's learning and development in all required areas. Children feel very safe and secure; key persons know children very well and some of the staff also work with the children at their school. Children learn to stay safe through the activities they take part in, such as when they ride bikes and being aware of others when they are jumping on the bouncy castle.

Planned activities enable children to learn about a healthy lifestyle. They participate in making fruit salad which enables them to make healthy choices about the foods they eat. There are robust procedures in place for identifying children's dietary needs and allergies which, along with individual care plans, help to protect and safeguard children. A number of staff have received training in administration of specific medication and most hold a first aid qualification. Children enjoy going outside to play in the large enclosed garden, with a wide range of toys and equipment to choose from. They lie back and enjoy the swinging basket, roll and bounce on the castle and stretch and flex their muscles in yoga class.

Children are learning to share and take turns and socialise in small groups. They enjoy sociable meal times and get together for circle time when they participate in story time by exploring real life items. They are encouraged to make choices during those activities, giving children confidence to become more independent. There are clear procedures in place for managing different types of behaviour and staff consistently use positive praise with the children. Staff use lots of gestures and actions to help reinforce children's good behaviour, such as 'thumbs up' and 'Hi 5'.

Children are motivated and are happy to come into the play scheme. Staff know the

children's interests and needs well and plan accordingly for them. For example, children who enjoy playing with the trains head straight for them when they enter the room. Children have high levels of support enabling them to explore the full range of activities available. They gain skills that help them in their everyday life. Children develop confidence, social skills and have opportunities to take part in local outings, such as going to the park, which they enjoy.

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

Leadership and management is highly effective. There are robust systems in place to monitor the implementation of the safeguarding and welfare requirements of the Early Years Foundation Stage and the educational programme. There are suitable systems in place for staff supervisions and appraisals, including those who work on a casual basis. There are regular opportunities for staff to develop professionally by taking on additional roles and responsibilities. Staff have access to on-going training including first aid and fire safety. Vetting procedures for staff are robust. This ensures that staff are suitable to work with children. Many of the staff work with the children in the schools they attend, thus providing continuity of care. The management ensures that there are sufficient qualified staff working with the early years children at each session. Staff are confident in their knowledge and understanding of safeguarding procedures and they are provided with training as part of their induction. Effective risk assessments highlight any hazards in relation to all aspects of the service including dealing with children's behaviour and going on outings.

The play scheme has undertaken the process of self-evaluation and gained input from parents, children and staff. This is complemented by the ongoing evaluations which staff undertake at the end of each day. This enables them to identify areas for development in an action plan with clear targets, which they review consistently.

Partnership with parents is effective. Staff carry out home visits enabling them to get to know the children in a familiar environment. Parents initially share detailed information about their child's specific needs. This system enables staff to plan how to support each child. Parents are consistently updated at the end of each day with a home link book containing details of their child's day and photos to show them participating in the activities. Activity plans are shared with parents so they are aware of what their child can do and how it will support their development. Parents comment they are very happy with the care provided; their children get excited when they arrive for the play scheme and they go in happily. They feel their children are safe, secure and their specific needs met and understood. Parents report there is a partnership approach to children's care and they like the fact their children have opportunities to take part in off-site activities.

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

Unique reference number	EY453147
Local authority	Camden
Inspection number	882720
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	30
Number of children on roll	108
Name of provider	Action for Children
Date of previous inspection	not applicable
Telephone number	02088525834

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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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