

Primrose Hill Play Centre

Primrose Hill Primary School, 36-40 Princess Road, LONDON, NW1 8JL

Inspection date

Previous inspection date

03/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel comfortable at the centre and engage in the available activities. Their views are sought at regular meetings with staff, where they are able to discuss things they would like to improve about the centre.
- There is a strong partnership with parents and they are encouraged to contribute their observations to their children's journals.
- Effective links with the school help staff ensure consistency and continuity in children's care and support for their learning.
- Daily opportunities for outdoor play help children develop an understanding of healthy lifestyles.

It is not yet good because

- The organisation of and use of resources limits children's learning and development in some areas, both inside and outdoors.
- Children are not always enabled to cleanse their hands prior to eating, to encourage them to develop appropriate personal hygiene practices.
- Not all paperwork is available as required.

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 routines and activities in the main play room and outside area.
- The inspector had discussions with staff, parents and children.
- The inspector had ongoing discussions with the manager as and when appropriate, as he was part of the staff ratio.
- The inspector looked at a sample of available documentation such as the safeguarding policy, children's learning records and photographs of them engaging in different activities.

Inspector

Helen Steven

Full Report

Information about the setting

Primrose Hill Play Centre registered in October 2012. It is one of six registered settings run by People Potential Possibilities. The centre is located in a primary school in Primrose Hill in the London Borough of Camden. The children have access to the school dining hall and upper playground.

The play centre is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 3.30pm until 6pm during term times. There are currently three children on roll in the early years age range.

There is a qualified manager in place and three additional members of staff working with the children, of whom one holds a level two qualification.

What the setting needs to do to improve further

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

- improve the learning environment so that children have consistent access to a greater range of stimulating resources and activities across all areas of learning, both indoors and outside
- ensure that all records are available for inspection, with particular regard to staff qualification certificates.

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

- promote children's awareness of good health measures by helping them understand the importance of cleansing their hands before eating.

Inspection judgements

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

The children at the centre all attend the school and are comfortable in the surroundings. The centre provides the children with some suitable resources and activities to complement the education they receive at school, enabling them to make progress consistent with their developmental age bands. A range of toys and equipment is stored on accessible shelves and a small variety is put out in boxes on tables or on a mat. There

is also a low level shelf of books and beanbags to rest on. Not all resources put out are used and although staff report children can choose other games, this does not happen consistently. Consequently children do not always have enough variety in the activities they are able to participate in although some children do ask for more paper and sticky tape to enhance their creative work. In the outdoor environment children have access to a range of equipment that supports their physical development only. Many children want to play outside for the majority of the session. This means those children who learn better outside are not always able to extend their own learning in other areas. Children have suggested that they have activities available such as water, chalks and messy play.

The staff report that in consultation with the children they are increasing the resources; for example they have obtained additional dressing-up clothes, which are put out on a mat. Some technological resources are available to help children develop hand-eye coordination skills; they play console games at times during the week and have access to toys such as electronic tills. Staff chat with children as they use felt pens to complete dot-to-dot pictures. They encourage children to talk about the activity they are doing and other topics, giving them opportunities to develop their communication skills. Children demonstrate that they are able to recognise the numbers on the dot-to-dot sheets and confidently point out these in sequence. Children draw superheroes and their arch-rivals, explaining to visitors about their pictures. They report that when at the setting they like making masks.

Early years children have their own learning record, where staff record observations and details of the child's interests and developmental needs. Staff work collaboratively with parents and the school by sharing information. A number of the staff at the setting also work in the school during the day and provide the children with continuity of care, which contributes to children settling into the centre well. Children reflect the diversity of the community. The staff record some details about children's backgrounds and include festivals as part of their event planning throughout the year to give the children a sense of belonging and to help them learn about other cultures.

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

Children have developed secure relationships with each other and the staff in the centre. On arrival children put their personal belongings aside and then find a place to sit ready for tea. The children chat to each other, creating lots of noise as they wait for their turn to collect their food. There is a key person system in place for early years children, which contributes to their well-being. Parents report that their children have been helped to settle into the setting at their own pace. Children behave well and are given praise and encouragement from the staff throughout the session.

Children are given a choice of what snacks they want and inform the older children who are serving what they would like. Not all children decide to have the accompanying fruit, choosing to have only the spaghetti on toast. They are given support from staff when they have difficulty cutting up their food. Large posters in the hall encourage children to develop an understanding of health eating. The logistics of the centre means that younger

children are accompanied to the toilet area by a staff member. Children manage their personal care needs with confidence; for example they wash their hands after toileting. However, although sanitising hand-gel is available at the centre, this was not accessible for children to use prior to eating their tea during this inspection, and they were not reminded to cleanse their hands. Children are able to help themselves to a drink from the available water fountains so they do not get thirsty during the session.

Children enjoy a healthy lifestyle because of the daily physical play experiences. They climb and jump on the available structure in the playground, where they also learn about turn taking. Children have the opportunity to join in with a game of football in the multi-use games area. They also use the balls to practise their skills independently in kicking and throwing. Children attempt to shoot the ball into a basketball hoop, making several attempts. During the week other physical games and sports are organised. There is a quiet garden within the school playground where children can sit, relax and reflect. However, children who do not want to engage in physical play in the outdoor area are provided with no other resources or options.

A comfortable area in the main room enables children to read and is also used if children are feeling unwell and need to sit and relax while they are waiting to be collected. Staff are aware of children's individual medical requirements and have undertaken specific training to administer medication. Children show a clear understanding of safety and the general rules they must follow. They are reminded to remain still while vehicles pass through the playground as school staff and external workers exit the premises. Routine activities, such as practising fire drills, help children learn about how to stay safe in the event of an emergency.

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

This is the first inspection since registration, when the provider took over the responsibility for this established setting. Staff were previously employed by the former provider and systems are in place for recruitment of new staff in the future. Information is available to evidence that staff have undergone suitability checks. There are copies of relevant qualification certificates for some but not all qualified staff. Therefore this documentation is not available for inspection as required. The manager has a suitable understanding of the key roles and responsibilities regarding safeguarding. The provider is ensuring that all staff undergo safeguarding training and there is a rolling programme in place. Some staff are have yet to complete an updated course, but nevertheless they have a basic understanding of safeguarding issues.

There are systems in place to carry out one-to-one supervision and appraisals with staff, in order to monitor and support their professional development. The staff are awaiting details of training opportunities but report that they also attend relevant training through their roles within the school environment. There has been a very recent change to the staff team and the manager demonstrates how ratios are maintained in such circumstances. Staff carry out daily checks on the environment and demonstrate

effectively that they ensure children are only released to appropriate persons, in order to safeguard children's welfare. The staff are aware of how to reduce hazards in the playground and are looking at ways to improve this further.

Although a self-evaluation has been completed for the setting, the current manager has not been involved in this and is awaiting information from staff and parents, prior to carrying out a full assessment of the effectiveness of the service. Managers are aware that there are some weaknesses and demonstrate a positive attitude and a commitment to secure better outcomes for children. Regular meetings are organised to seek children's views and interests, which gives the children a sense of responsibility and belonging.

The staff have secure partnerships in place with parents; they chat to them daily and seek their views through questionnaires. Parents of early years children meet regularly with their child's key person and include their observations about their children's progress in their learning journals. Parents are positive about the centre; they feel that it is friendly, offers personalised learning and builds on their children's skills. They feel that the transition to the new provider was smooth, due to the same staff team continuing to work with their children. The centre has strong links with the school and staff liaise with teachers and the special educational needs co-ordinator to share information about the children. This supports children's care and helps them in their next stages of learning. The staff have links with external agencies in order to support children's individual needs, although is primarily undertaken through the school.

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	EY453088
Local authority	Camden
Inspection number	886795
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	3
Name of provider	People Potential Possibilities
Date of previous inspection	not applicable
Telephone number	07805834851

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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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