

Peel Centre After School Club

Peel Centre, Percy Circus, London, WC1X 9EY

Inspection date

03/06/2013

Previous inspection date

02/11/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Met

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's behaviour is very good and they learn to be responsible young people, helping to set up and tidy up activities.
- The staff collaborate with teaching staff at the school and they organise activities that complement those in school.
- Staff develop and maintain good partnerships with parents, which supports a consistent approach.

It is not yet good because

- The manager does not have a relevant level three qualification, which is a breach of requirement.
- Staff have not fully developed imaginary play resources and exploratory media and this limits children's make believe and creative games.

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 generally observed children at play in a variety of games and activities and specifically tracked two children.
- The inspector carried out joint observations with the manager.
- The inspector interviewed the manager who is also the key person for the tracked children.
- The inspector looked at a representative sample of documentation.
- The inspector spoke to parents.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

The Peel Centre After School Club registered in 2004. The setting provides after-school and holiday play scheme care for children aged between five and eleven years. The provision is based in a community centre in the Kings Cross area, within the London borough of Islington. The club operates each week day from 3.15pm to 6.15pm during term time and each week day from 9am to 7pm during school holidays. The club is registered on the Early Years Register and the part of the Childcare Register. A maximum of 16 children aged from four years to under eight years may attend at any one time. There are currently 60 children on roll of whom 12 children are aged under eight years. Staff collect children from the local Clerkenwell Primary school in Islington. Children from other schools and neighbouring boroughs can also attend the setting. Children have the use of the ground floor playroom and sports hall. There is also a small enclosed courtyard for outdoor activities. Three staff are employed to work with the children and this includes the manager. The manager has level 3 qualification in Playwork.

What the setting needs to do to improve further

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

- ensure that the manager has a relevant level three qualification.

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

- increase the range of resources to enable children to develop their imaginative play and explore a variety of media in drawings, paintings and model making.

Inspection judgements

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

The activities and experiences organised for the children who attend this after school club complement home and school experiences. Children make good progress in most areas of learning and development and practise newly acquired skills such as reading or playing basketball games. The staff have some understanding of young children's needs and respond in a satisfactory way to support them. They play with the children, engaging in their make-believe play, thus helping children extend such games. The children feel safe and happy.

Children develop skills enabling them to share and co-operate. For example, two younger

children play with two older friends in the miniature kitchen organised for them. They pretend to prepare pizza and welcome visitors with tea and cake. They cuddle baby dolls and use prams and cots to 'put these to sleep'. However, resources that children can alter and manipulate are limited and as a result children's games are limited.

Children have sufficient opportunities to enhance their physical development. For example, outdoors, children ride tricycles and push-along cars. They use the slide and practise their balance on the climbing frame. The outdoor space is an interior courtyard which makes children feel safe and calm. Children talk with each other, continuing their pretend games and collaborating with one another as they share equipment.

The staff observe children at play and understand what children like and are capable of doing. This enables staff to plan sufficiently for children's interests and desires. From time to time, children enjoy activities such as painting, cooking or playing musical instruments. However, children have few opportunities to engage in art and craft activities such as painting and making models with different materials to express their creativity.

Staff engage in conversations with the children, allowing them time to listen and take turns in speaking. Most children are confident and enjoy being listened to and practising their speaking skills.

The staff help the children's parents feel welcome as they arrive to pick up their children. Staff make themselves available to talk with parents, building and maintaining positive relationships with them. They meet regularly with the parents at school's 'parents evenings' to discuss how children are developing and to maintain a good collaboration.

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

The environment within the club is comfortable and children show they feel safe and content. The children are assigned a key person who is responsible for picking them up from school in small groups. This key person system enables children to feel secure and happy, knowing who will be picking them up and who will mostly support them at the club. The children have a restful time here after their busy time in school as they are able to relax in comfort, sit and read books or talk with friends. Staff listen to children read which helps them strengthen their self-confidence and practise useful skills for their future stage in life.

Adults act as positive role models to help children develop appropriate behaviour and to keep safe. The staff are polite and respectful to one another and with all the children. The club has established routines and staff give children clear guidance as to what is acceptable behaviour. Children are involved in the setting up and tidying up of activities, learning to take responsibilities and carry out duties within a collective. As a result, all the children behave well and collaborate in the running of the club.

The children are independent in organising their own games with the resources made available to them by staff. They enjoy outdoor play to get fresh air and exercise as part of

a healthy lifestyle. They know about personal hygiene as they independently wash their hands as they prepare for snack time. Children enjoy freshly prepared meals of ham sandwiches, tuna and cheese and eat fruits daily. They learn about healthy diets through special nutrition and healthy foods projects and exploring a variety of tastes as they have 'finger foods' each Friday. The snack time is a social event within the club, where children and adults have extended conversations and enjoy a nice time together. The club makes a positive contribution to children's readiness for the next steps in their lives, offering them chance to gain independence and become confident young people.

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

The manager and the staff work together as a team. They regularly plan activities according to what the children are interested in doing. The manager and staff organise the club so that children are engaged, happy and secure.

The manager makes children's safety a priority. She follows a safe recruitment procedure when employing new staff and ensures all staff are appropriately vetted to make certain they are suitable to work with the children. The manager has completed her safeguarding training and has a secure knowledge of the possible signs that may indicate concerns about a child's welfare. Therefore, children play and have fun in a safe environment.

The staff evaluate some aspects of their provision by reflecting on activities and making notes of what they can improve or change. They take into account parents' suggestions and make changes to improve the provision. The manager offers regular supervision to staff and discuss further training, which enables staff to develop their knowledge and improve the quality of their work with the children. However, the manager does not hold a relevant level 3 qualification, which is in breach of legal requirements.

The staff have regular contact with the teachers and collaborate with the school from where children are collected, which provides some continuity of care and learning. Thus, the children enjoy some activities that complement their school experiences.

Parents comment most positively about their children's experiences in this club. Staff listen to children read as they arrive from school and write short comments in children's reading journals. This enables parents and staff at the club to communicate daily. Parents meet with club staff at parents' evenings at the school, communicating about children's development and needs, which benefits all the children.

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	EY272399
Local authority	Islington
Inspection number	765514
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	60
Name of provider	The Peel Institute Company
Date of previous inspection	02/11/2011
Telephone number	0207 837 6082

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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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