

# KIDS Lady Allen Adventure Playground

Chivalry Road, London, SW11 1HT

<b>Inspection date</b>	30/05/2013
Previous inspection date	11/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		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 behave well because staff use effective individual strategies that manage children's behaviour successfully.
- Staff are committed to ensuring that children have enjoyable experiences at the setting. They do this by providing a variety of absorbing activities based on children's skills and interests.
- Staff have good skills because they attend a range of courses to enhance their practice, which has a positive effect on children's progress.

### It is not yet good because

- Daily risk assessments are not as robust as possible and do not fully identify and resolve potential risks and hazards. The recommendations from the safety audit carried out by the Royal Society for the Prevention of Accidents (ROSPA) have not been fully implemented.
- The indoor soft play area is dull and sometimes muddy and does not offer a bright and stimulating environment for children.

## 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 the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, children and staff during the inspection and took their views into consideration.
- The inspector held a discussion with management personnel.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

KIDS Lady Allen Adventure Playground for children with special educational needs and/or disabilities has been operating since 1975. It registered with Ofsted in 2001. It is privately owned by a company called KIDS. The adventure playground is situated on the edge of Wandsworth Common in Battersea, in the London Borough of Wandsworth. It operates from purpose-built, single-storey premises, close to local transport links. The setting has a main play room, a music room, soft play area, office, kitchen, laundry and toilet facilities. The main area of play is an enclosed outdoor adventure playground with a variety of fixed equipment. There are currently 163 children on roll; of these two are in the early years age group. Children attend for a variety of sessions and the setting accommodates children aged from five up to 19 years. The setting provides care for children with special educational needs and/or disabilities and also offers places to their siblings. It supports a number of children who speak English as an additional language and offers an open access scheme to the general public. One child in the early years age range was present at the time of the inspection.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening times are during term time, seven days a week, with varied times and during the holidays, Monday to Friday from 10am to 4pm.. During the holidays, open access is from 10am to 12noon daily, and on Tuesdays from 10am to 3pm; this is for children under eight years and their parents. There are 46 staff on roll, three of whom are permanent members of staff who work with the children and 18 staff have appropriate early years qualifications. There is also a pool of experienced casual play workers. The setting receives support and training from Kids London and the local authority Children's Services Department.

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

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

- review risk assessments so that these: are more thorough and identify and resolve any risks or hazards; identify clearly everything that needs to be checked daily and implement actions recommended by ROSPA on all equipment, to ensure that it is safe for use.
- keep all areas of the premises and equipment clean, and be aware of and comply with, requirements of health and safety legislation (including hygiene requirements), with particular reference to the soft play area.

## Inspection judgements

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

Committed staff know the children well and respond readily to their needs in this child-led setting. Children use their imaginations and create their own play through use of open-ended resources. This is balanced by a variety of absorbing creative activities that enable children to explore and develop their senses. Consequently, children make good progress in their development.

Staff teach children to take turns and work cooperatively as they build a mud hut together in the outdoor area. This activity also helps children to develop their understanding of different materials and designs and of how people in different countries live. Staff promote children's communication skills by teaching them sign language, playing sounds games and by following children's interests as a way to introduce new vocabulary. Children learn to share by looking after each other, by giving out lunch bags or getting drinks for each other. Children develop a wide range of good physical skills on an extensive range of equipment in the adventure playground. They learn to move in different ways over a wide variety of apparatus.

Staff support children who learn English as an additional language by learning key words in a child's home language to aid communication. They work closely with others involved in the care and learning of children with special educational needs and/or disabilities and this enables children's needs to be met effectively.

Staff meet up as a group twice a day and discuss children's progress, interests and skills extensively. This enables staff to share information and to plan appropriately so that children enjoy activities and are sufficiently challenged.

Parents contribute to their child's learning by sharing observations with staff regularly. Staff keep parents informed of their child's care and learning needs through daily interaction or through telephone contact, as some children arrive at the setting by community bus.

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

Children settle happily because staff have warm, secure relationships with the children. Staff learn about children's interests and skills and use this to provide enjoyable experiences for them. Routines are appropriate and help children to feel safe in the setting.

Overall, children are beginning to behave in safe ways. For example, they sit down to eat their meals at lunch time. Staff show children how to use tools and equipment safely and sensibly. They develop other physical skills well outdoors, making full use of a wide array of equipment, including expansive climbing frames and items on which to develop their

balance skills. Children learn self-care skills by washing their hands when appropriate and by learning to put on their coats. The environment is organised to enable children to select resources of their choice. However, the indoor soft play area appears dull and muddy from mud brought in on bottom of shoes. There is scope to brighten and clean the indoor soft play area so that it is more inviting and stimulating for children.

Staff provide a variety of healthy fruit snacks for the children and encourage children to give out snacks to each other. Staff provide for special dietary needs and a list is displayed in the kitchen area. Children develop healthy habits because they take fresh air and physical exercise in the well-equipped outdoor adventure playground.

Staff manage children's behaviour effectively. They use individual strategies to manage children's behaviour matched to the differing specific needs of the children. Staff are calm in approach and offer children explanations for why certain behaviour is unacceptable in clear tones of voice. Where appropriate, staff use distraction techniques. Children are supported when they move to school because the setting has links with local schools that involves visits and relationship building with staff.

Children come from a wide variety of backgrounds and staff use this to teach the children about difference. For example, by celebrating and discussing significant cultural events with the children.

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

This inspection of provision for children in the Early Years Foundation Stage was brought forward because of past concerns related to multiple accidents involving children at the setting. This inspection has found that all such accidents happened to older children who are on the compulsory part of the Childcare Register. This inspection has found that suitable actions, including close supervision of children, first aid and appropriate notifications, were taken before, during and immediately following each of the incidents, but that actions taken later have not been as robust as possible. The Childcare Register requirements are not met as a result. The manager notified ROSPA and this organisation carried out a safety check on all outdoor physical play equipment. This led to the rectification of a design fault in equipment. However, not all of the recommendations made by the ROSPA following its visit, have been carried out. This is a missed opportunity to ensure that all equipment is as safe as possible for children's use. Risk assessments are in place and checks undertaken by staff each day; however, these risk assessments are not as robust as possible and do not identify all potential hazards. Staff know and understand child protection procedures. They carry out regular fire drills with the children in order for them to leave the premises safely and efficiently in an emergency. Staff are appropriately vetted for their roles and this offers protection to children.

Management spend regular amounts of time talking to staff about their work so that they can offer support for any issues. They meet with staff to discuss training needs and staff have attended a variety of courses. For example, staff attended a course on dyspraxia and

this led to an increased awareness of difficulties children with this condition face in day-to-day life.

Management spend time observing staff practice and discuss plans made by staff. They attend morning and end of day meetings where children's progress, well-being and next steps for learning are discussed. This helps to ensure consistent quality.

Partnership work with others involved in children's care and learning is strong. Staff have links with other Early Years Foundation Stage providers who sign-post parents of children with special educational needs and/or disabilities to the setting. The setting has links with local theatre groups who help to organise festivals for children and their families. The setting works closely with local authority disabled children's team and the child protection team, to protect children and promote their care and learning.

Parents have sound opportunities to contribute to their child's learning and are kept informed of their child's progress by staff. Parents spoken to at the time of the inspection expressed good levels of satisfaction with the provision. Their views are sought by the setting and parents' suggestions are implemented, where appropriate. For example, parents suggested an alternative phone number for the setting, so that they would be always be able to contact staff when they call the it.

Management have identified clear areas for development of the provision. Plans to develop information and communication technology resources in order for children to develop their skills in the use of technology are in place. This improvement was set as a recommendation at the previous inspection in 2011 and evidence shows it is currently being worked on. Overall, the management demonstrate that continuous improvement is driven suitably.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that equipment used for the purposes of the childcare is safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that equipment used for the purposes of the childcare is safe and suitable for that childcare (voluntary part of the Childcare Register).

## 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>	EY281475
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	920376
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	163
<b>Name of provider</b>	Kids
<b>Date of previous inspection</b>	11/01/2012
<b>Telephone number</b>	0207 228 0278

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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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