

Kenrick Park Playcentre

Kenrick Park Community Centre, Glover Street, WEST BROMWICH, West Midlands, B70 6EE

Inspection date	24/06/2013
Previous inspection date	03/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	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

- Staff are friendly and supportive, which enables children to form positive relationships with them.
- Staff set clear boundaries and help children to understand expectations regarding behaviour.
- There are robust policies and procedures in place with staff being fully aware of their roles and responsibilities and this helps to keep children safe.

It is not yet good because

- Staff do not currently provide a variety of activities and resources that are broad enough to fully support children's individual needs and provide challenge.
- Children have limited opportunities to engage in energetic play indoors and learn about the benefits of regular exercise, which affects their physical development.
- Self-evaluation lacks precision and does not always support the links between identified priorities and plans to secure continuous improvement.
- Partnership working with the children's teachers, is not fully effective, in order to fully support children's learning and progress in the club.

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 activities within the community hall.
- The inspector held discussions with the leader of the provision.
- The inspector looked at children's assessment records and planning documentation
- The inspector discussed the suitability and qualifications of staff working with the children and also the provider's self-evaluation form
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full Report

Information about the setting

Kenrick Park Playcentre opened in 2006 and is on Early Years Register and compulsory and voluntary parts of the Childcare Register. It is organised by the Sandwell Adventure Play Association. The group operates from the Kenrick Park Community Centre in West Bromwich. Children have access to a secure enclosed play area within the park.

It is the admission policy of the club to allow children up to the age of 14 years to attend. The setting operates on an open access basis. Opening times vary from 3.15pm to 3.30pm until 6.15pm each weekday all year round.

The organisation employs two staff to work with the children, both of whom hold an appropriate qualification. The setting receives support from the local authority. There are currently two children on roll in the early years age group.

What the setting needs to do to improve further

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

- improve the planning, resources and activities, to ensure children participate in more challenging and enjoyable experiences that meet their individual needs and interests at the end of the school day
- improve the educational programme for physical development by: increasing opportunities for children to be active and energetic indoors; organising lively games; helping children to understand the benefits of regular exercise on their health and well-being
- establish links with the children's teachers and any other providers of the Statutory framework for the Early Years Foundation Stage so that children fully benefit from a shared understanding and common approach to supporting their progress in learning and to help plan activities that complement their learning in school.

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

- implement more thorough and focused self-evaluation which includes the views of parents and children and strengthens the links between identified priorities and plans to secure continuous improvement.

Inspection judgements

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

Practice is generally sound because many of the staff know the children and play alongside them, offering appropriate support and motivating them to get involved in activities. They encourage children to pursue their own interests and support their communication skills by talking to them using effective questioning. Staff are starting to note observations of the children and ensure that some activities are readily available that children enjoy. They set out a selection of activities and resources for children to play with, but the range on offer is limited and does not consistently provide enough challenge to support the individual needs and interests of all children. Consequently, activities sometimes lack sufficient challenge, particularly for older children.

Younger children are more active learners, as they enjoy playing with the cars and other vehicles on the floor playmats. Their language skills are promoted as they are asked about quantities and different sizes. Children show interest, as they build models using a range of construction sets demonstrating their understanding of number, for instance, when discussing different parts of the motorbike.

Staff gather relevant information from parents on entry, which enables them to get to know the children and helps to support a smooth transition into the club. Relationships between staff and parents are friendly and they informally exchange day-to-day information about the children. Children indicate that they really enjoy the club and parents comment on how much their child has learnt since attending.

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

Relationships between staff and children are friendly and supportive. Some members of staff alternate between the different settings, however, they still manage to maintain an effective relationship with children in their care. Children are confident to approach staff and request either different resources or support with an activity.

The premises are clean, safe and secure. The club operates from a community centre where resources have to be packed away every evening. Resources are available on a range of tables with some floor space in the centre of the room. Children are reminded of areas which are not appropriate for play, such as the raised step by the heater, and the reasons why. There is access to a nearby park area, however, this is not used on a regular basis so children's physical development and their ability to learn about the benefits of regular exercise on their health and well-being is restricted.

Children have biscuits for their snack and also fruit on a regular basis. They are competent at managing their own personal needs and discuss the need for appropriate hygiene routines to minimise the risk of cross-infection. For example, they know that they have to make sure their hands are clean before eating their snack. Children are beginning to develop a good understanding of acceptable behaviour because staff set consistent

boundaries and offer plenty of praise and encouragement. They discuss where they are on the behaviour chart and attempt to obtain a number of smiley faces each time they attend the club. Consequently, children are seen to be polite and well behaved.

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

There is a number of settings currently managed by the group who have relevant experience within the early years sector and understand their responsibility to ensure that the legal requirements of the Early Years Foundation Stage are met. They keep in regular contact with staff to discuss issues and monitor practice. Informal arrangements are in place for staff supervision and appraisals. Staff discuss the limitations of the environment and changes they have already made in order to improve it. However, self-evaluation is not fully robust because staff are still attempting to identify areas for improvement in conjunction with parents and there is no clear improvement plan to tackle areas of weakness.

Staff demonstrate a suitable understanding of the procedures for safeguarding children. They know how to recognise possible signs of abuse and how to report concerns about children's welfare. Staff are suitably qualified and vetted, and they have some opportunities to attend further training to develop their skills, such as play work qualifications.

There are some links in place with the host school, however, regular communication is limited. There are no opportunities in place for school to discuss children's health and well-being or learning, which makes it difficult for them to know how children are progressing in school and how best to complement and extend their learning at the club.

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	EY316887
Local authority	Sandwell
Inspection number	817547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	10
Name of provider	Sandwell Adventure Play Association Committee
Date of previous inspection	03/04/2012
Telephone number	0121 569 5844

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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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