

# TABOTCentre

TABOT Centre, 151 Granville Road, Kilburn, London, NW6 5AR

<b>Inspection date</b>	14/03/2013
Previous inspection date	03/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- There are not enough suitably qualified staff, none of the staff hold first aid certificates and systems to support, monitor and train staff are not effective.
- Staff have inadequate knowledge of safeguarding issues, the safeguarding policy does not include required information and staff put children at risk when walking back from school.
- Children do not have sufficient opportunities to engage in play; staff do not plan activities that complement children's learning at school or share information with parents.
- Children are not encouraged to make healthy food choices.
- Self-evaluation is poor and previous notices to improve have not been addressed. Therefore there has been no improvement in outcomes for children since the last inspection.

### It has the following strengths

- Children are taught what to do in the event of a fire at the setting.
- Children respond to behaviour management techniques when staff need to lower the noise level in the setting.

## 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 in the main playroom and the gallery.
- The inspector had discussions with parents, staff and children.
- The inspector had ongoing discussions with the manager and undertook a reflection of a painting activity with a staff member.
- The inspector looked at a sample of available documentation such as the safeguarding policy and activity logs.
- Feedback was given to both providers.

## Inspector

Helen Steven

## **Full Report**

### **Information about the setting**

Tabot Centre registered under the current owners in July 2001. It is located in Kilburn in the London Borough of Brent. The centre operates from three rooms arranged over two floors, and children have access to an enclosed outdoor play area.

The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 3pm to 6pm during term time for children after school. It operates a play scheme during the school holidays from 8am to 6pm. There are currently five children on roll in the early years age group. Older children also attend.

The centre employs seven members of staff, including the part-time manager who holds a relevant qualification at level three. Two staff, including the deputy hold a relevant qualification at level two.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a timescale for completion of 7 August 2013 requiring the provider to:

- ensure that there is a person in charge each day who holds at least a full and relevant level 3 qualification and at least half of all other staff hold at least a full and relevant level 2 qualification
- make sure least one person who has a current paediatric first aid certificate is on the premises at all times when children are present and accompanies children on outings
- improve the safeguarding of children by ensuring that all staff have up to date knowledge of safeguarding issues; all staff understand the safeguarding policy and procedures and the policy is updated to include the use of mobile phones and cameras
- ensure risk assessments of the journey children take from schools to the setting to ensure that road safety is a prominent feature and to ensure that staff role model safe behaviour

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

- provide training and support for all staff by ensuring that; there are appropriate arrangements in place for the supervision of staff and regular staff appraisals are carried out; staff receive information about the requirements of the Statutory Framework for the Early Years Foundation Stage with particular regards to safeguarding
- ensure that the named deputy is qualified and capable to take charge in the manager's absence
- improve planning of learning opportunities for the educational programme by providing rich learning opportunities through play, both inside and outdoors, which compliment children's learning at school; use routines as an opportunity to support children's learning and monitor how children engage in activities to consider their learning and enjoyment
- promote the good health of children attending the setting by helping them understand how to make healthy food choices and treat meal times as an opportunity to promote children's social development, independence and communication and language skills
- strengthen the partnership with parents by sharing information with them to in order to complement children's learning at school effectively
- monitor and evaluate the effectiveness of how the setting promotes and values

diversity and difference including children's home language

- foster a culture of continuous improvement by developing systems for self-evaluation to accurately identify areas for development in order to improve outcomes for children

## Inspection judgements

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

The provider is not meeting the learning and development requirements and has not made progress since the last inspection when they received an 'inadequate' judgement. The provider and staff have a poor understanding of the learning and development requirements in relation to out of school care. They have not updated their knowledge since the last inspection.

Staff do not identify and build on each child's interests and skills and encourage their independence and social interactions. There are basic activities available, but these do not interest children sufficiently. As a result young children become bored and lose interest. Staff do not discuss children's interests and needs with their parents at the start of the placements and information is not routinely feedback to them each day. Furthermore, staff do not know about children's home languages to enable them to feel valued and included.

Poor planning of activities means that children are not always motivated and engaged in play. Staff are friendly towards the children, but do not organise routines and activities effectively. For example, staff do not use snack time to talk to children to promote their language and communication development and social skills.

There is a strong focus on screen-based activities, such as games on laptops and consoles. Children gravitate towards these and watch others play even when it is not their turn. Although there are basic resources, such as puzzles and board games stacked up on a table for children to choose they do not make use of these. Consequently, some children are not engaged in activities and wander around aimlessly.

Children take part in adult-led arts and craft activities in the gallery space, which is set aside for the younger children in the setting. However, their play is too adult-directed. Staff tell children what they want them to paint and therefore do not enable them to express their own thoughts and ideas. Nevertheless, children concentrate on the activity and choose different colours to paint their 'scary monster'. Staff are unable to assess activities to see how they can be improved or organised to engage children. Children do not independently use the resources in the gallery; they are given limited choices, for example, a choice of drawing or building.

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

Children are not supported sufficiently in developing healthy lifestyles. At snack time, staff offer children a range of healthy sandwich fillings, such as tuna and cheese alongside less healthy options. However, children choose the less healthy option of chocolate spread. There is no discussion with the children about their choices. Parents' states that they would prefer their children to have healthier foods and some pick what they want for their children to ensure this happens. Fresh fruit is offered, however this is when snack time is over. As a result, children are given a few grapes in their hands whilst they are at the laptop or they are asked to stand against a wall to eat. Children hand wash routinely prior to eating their snack, which helps them develop appropriate personal hygiene practices. Children have opportunities to play in the outside space on the roundabouts, with bats and balls and scooters.

Children are aware of the behaviour expectations of the setting. When the noise level in the room is very high, the staff use a clapping rhythm to gain children's attention. The children join in the rhythm and staff remind them to keep the noise level down. Children know that they are expected to sit at specific tables for snack time and remain there until they are given permission to go off to play. However, this means that some children are sitting for over 30 minutes after they have finished their snack without any activity or staff member using the time to engage them in conversation.

Children who are less confident and not motivated or inspired to choose activities are directed by staff to watch other children play on the laptop and await a turn. However, they are not able to see the screen as they are sat behind others. When they get a brief turn of operating the controller they struggle to view the screen comfortably as children using another computer are blocking the view. There are other times when children sit at empty tables. For example, when adult-led activities are finished and packed away children are sitting at a table waiting for their turn on the laptops.

A keyperson system has been introduced and parents are aware of the person responsible for caring for their child. Staff remind children about expectations of safety and ask them questions regarding what to do if the fire alarm goes off. This helps them learn what to do in an emergency. However, staff do not teach children how to keep themselves safe whilst crossing the road. Staff do not stop at kerbs before crossing the road when escorting children from school to the setting. Children copy them doing this, which puts them at risk.

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

The provider is currently not meeting a number of specific legal requirements. The provider is also failing to meet the requirements of the Childcare Register. Since the last inspection, which had an inadequate judgement, the provider has made insufficient progress to ensure outcomes for children are improved. The provider does not self-evaluate the service in order to identify the areas for improvement and has not addressed most of the required actions set at the last inspection. In addition, the manager is not

effectively reviewing activities to ensure they are successfully meeting the needs of the children. There are no systems in place for staff supervision in order to support, coach and train them in providing better outcomes for children. Arrangements for safeguarding are not robust. Staff do not demonstrate an adequate awareness of safeguarding issues and what appropriate action to take if there are concerns in order to protect children in their care. The manager does not demonstrate that she is aware of the settings own policy with regard to responding to allegations, should they be made, about staff members. The safeguarding policy has not been updated as required to cover the use of mobile phones and cameras in the setting.

There are insufficient qualified members of staff to care for the children. For the majority of the week there is no manager or staff qualified at level three. In addition, only two of the other staff hold relevant qualifications and the deputy is not suitably qualified or able to take over in the manager's absence. Furthermore, none of the seven staff hold a first aid certificate. This puts children at risk as staff do not know what to do in the event of an accident on the way to the setting from school or at the premises.

Although the relationship with parents is friendly, there is very little two-way communication taking place to ensure that children's individual needs are met. The provider reports that they have little contact with the schools that they collect the children from, therefore they are not ensuring the care and learning children receive here complements the experiences children have in school.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(enforcement)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(enforcement)**

## 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>	159891
<b>Local authority</b>	Brent
<b>Inspection number</b>	793479
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Mr Mark Moore & Mrs Angela Moore
<b>Date of previous inspection</b>	03/04/2012
<b>Telephone number</b>	020 7624 3714

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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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