

# Hilldrop Community Centre

Community Lane, Hilldrop Road, London, N7 0JE

<b>Inspection date</b>	27/09/2013
Previous inspection date	09/10/2012

<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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and well settled in their environment, they benefit from the positive interactions with staff. As a result, they have high levels of confidence.
- Staff have a clear understanding of their roles and responsibilities. The key person system works effectively in supporting the children in the early years age range.
- Relationships on all levels are good and parents speak highly of the out of school club, staff and manager. Staff are proactive in liaising effectively with parents and other agencies and this contributes towards positive outcomes for all children.
- The setting has made great improvements since the last inspection and this clearly has a positive impact on the effective running of the setting and on the quality of children's experiences.

### It is not yet outstanding because

- The current storage of additional resources impacts on children's ability to make further choice about their play.
- Staff do not fully extend opportunities for children to develop their independence by solving problems and negotiating issues for themselves.

## 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 carried out observations of children and staff interactions in the main hall.
- The inspector took account of parents views spoken to on the day.
- The inspector engaged in discussions with the manager and staff present on the day .
- The inspector talked with some of the children.
- The inspector looked at relevant documentation.

## Inspector

Samantha Smith

## Full Report

### Information about the setting

Hilldrop Community Centre after-school club and holiday playscheme registered in March 2005. The club is run by a management committee and it operates from the Hilldrop Community Centre in the Holloway area in London Borough of Islington. The group has use of a large hall, adjoining group room, computer room, small hall, kitchen and two outside play areas. The after-school club opens five days of the week from 3.30pm to 6pm term-time only. The holiday playscheme opens from 8.15am to 5.30pm. There are 150 children on roll for both the play scheme and the after-school club. Of those, 11 are in the early years age range. A team of 10 staff work with the children, five whom hold relevant childcare qualification. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- review the current storage of additional resources to enable children to some independent choices about their play
- give children the space and time to negotiate and resolve issues for themselves, consider introducing sand timers and stop clocks to support them in achieving this.

### Inspection judgements

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

The club provides a warm and welcoming environment where children can relax, play and have fun as they form new friendships. Staff plan activities well to meet the needs of the children attending and provides a balance of experiences across all areas of learning. This complements their daily experiences at school. Staff have a clear understanding of their roles with regards to meet the needs of children in the early years. They carryout regular observations and have developed strong links with reception teachers and parents, with whom they exchange information regularly. Thus promoting a shared approach to supporting children's learning, as they are remain up to date with children's achievements.

Staff promote children's communications skills well through their everyday interactions with each other and staff. For example, they participate in group discussions and they are encouraged to listen and respect the views of others. Snack time is a social occasion where children sit together sharing their ideas and experiences. The book area provides

children with a comfortable, quiet place to sit and enjoy looking at books. This enables children to develop a love of books and stories, while supporting their literacy skills. There are good opportunities for children to be creative. They access available materials for painting, engaging in role-play and build with the construction resources. Children are developing good levels of independence as they assist their personal needs, make independent choices and help with small tasks. This supports children in making progress in their learning and acquiring new skills to support their future learning.

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

Children benefit from a secure and safe environment, where they are developing in confidence and building a strong sense of themselves. The effective key person system in place provides good levels of support for children in the early years. As a result, they are well settled and their individual needs are well known and continuously met.

Overall, the environment provides children with a good balance of activities across all areas of learning. However, the current system for storing resources does not enable children to independently select from the full range toys and equipment. Children have good opportunities to play on their own, in a group or take part in adult-led activities. Staff support and encourage children's good health. They enjoy regular access to the outside play area, where they take part in physical activity as well as explore the natural environment in the woodland area. There are also good opportunities for children to enjoy quieter activities inside as they play with the small world play resources and explore the arts and crafts materials.

Children are polite, well mannered and well behaved. They were confident to talk with the inspector about what they were doing and what they enjoy about attending the club. They demonstrate a positive attitude towards each other and manage their behaviour well, needing little intervention from staff. However, their ability to extend this further is not fully encouraged by giving them the space to negotiate and resolve problems for themselves.

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

The club is well led and managed and the staff team work good together. Arrangements for safeguarding children are good and work effectively in practice. Staff have a secure understanding of the need to safeguard children. They are aware of the policies and procedures in place that underpin their practice and demonstrate confidence in their ability to implement these. They are vigilant in their supervision of children and vigorous systems are in place for escorting children safely from school. Detailed risk assessments are in place for both the club environment and all outings and documentation to demonstrate this is well maintained. This supports the smooth and efficient running of the club and contributes towards children's safety and well-being.

There are robust systems in place to ensure that staff are suitable to work with children. In addition, the effective appraisal system works well in identifying staff training needs. This ensures that they are well aware of, and carry out their roles effectively. The manager has worked hard with the support of the registered person to improve and maintain the quality of the provision. There are clear monitoring systems in place and the manager is well motivated to seeking continuous improvements. Self-evaluation takes into account the views of staff, parents and the local authority. They have addressed the previous actions and recommendations and have identified future targets. This demonstrates the clubs capacity to maintain continuous improvements and further promote positive outcomes for children. Parents remain fully updated and informed about their children and everyday events relating to the club. The notice board provides up to date information about what is going on and feedback from parents is very positive. They say that their children enjoy attending the club and that staff are friendly caring and approachable. Good partnership working between all those involved with children significantly contributes towards promoting positive outcomes for all children attending.

### **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

<b>Unique reference number</b>	EY306279
<b>Local authority</b>	Islington
<b>Inspection number</b>	900622
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Hilldrop Community Centre Committee
<b>Date of previous inspection</b>	09/10/2012
<b>Telephone number</b>	020 7607 9453

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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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