

# Christchurch Holiday Playcentre

Christ Church CofE Primary School, Batten Street, Battersea, London, SW11 2TH

## Inspection date

29/10/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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 enjoy their time and have fun at the holiday club and benefit from a wide range of activities that support their learning needs effectively.
- Children have close, friendly relationships with the staff, therefore they receive support and gain a strong sense of belonging.
- The manager and staff team work well together to monitor the effectiveness of the service; this helps them to identify areas for improvement that enhance the outcomes for children.

### It is not yet good because

- The procedures in place to record details of children's individual needs are not robust enough to enable staff to cater for children's specific or complex needs.
- There are fewer resources provided in the outdoor area that help to promote children's creative and imaginative play.

## 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 interviewed the manager and staff.
- The inspector observed children playing in the main play area and outside in an adjacent park.
- The inspector sampled a range of policies and procedures including safeguarding, complaints and the accident procedures.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

Christchurch Playcentre registered in 2011. It is located in the Christchurch C of E Primary School in Battersea, in the London Borough of Wandsworth. The provision is managed by Wandsworth Borough Council. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is open each weekday from 8am to 6pm during all school holidays, except for Christmas. The provision supports children with special educational needs and/or disabilities and is open to the community. The provision employs 15 members of staff including the manager. Senior staff are qualified for their role and at least half of the staff team hold a relevant childcare or playwork qualification.

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

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

- ensure the procedures for how the individual needs of all children will be met are robust enough to enable staff to cater for all children's needs effectively.

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

- ensure the procedures for how the individual needs of all children will be met are robust enough to enable staff to cater for all children's needs effectively.

## Inspection judgements

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

Children thoroughly enjoy spending their holiday time at the play centre. Staff make sure they have a good range of information about the children before they attend. For example, they ask parents and children to complete an 'All about me form' to gain information about children's individual needs, likes, dislikes, abilities, home backgrounds and their family. They also discuss children's progress at school with the parents so they have an understanding of where they are in their development and can support their needs appropriately. Staff have a good understanding of the Early Years Foundation Stage and how the activities can support children's learning and development. They operate an effective key person system to give children support during the holiday club. The key person makes some observations of the children as their attendance tends to be consistent through most holidays. This is so that staff can make assessments of children's capabilities and tailor the activities to meet the children's individual needs.

Children benefit from a good range of well-planned activities. Each holiday there are themes that link with things children are doing at school. For example, for autumn and Halloween, the children collect leaves to make pictures with, make pumpkin pictures and celebrate black history month with mask painting activities. This means that while they are having fun their learning and development is still being considered. Children have easy access to outside play areas and a park close by to the setting. They love to run around, climb and use the park's physical play equipment. This gives them good opportunities to strengthen muscles, develop good balancing skills and learn to control their bodies. However, they have fewer opportunities to access resources in the outside play environment that help them to be creative and develop their imaginations, which has an impact on their learning. There is a good range of activities for children, such as puzzles, construction toys and play dough. Children use tools effectively to cut and shape the dough into animals and cakes. As a result, the children develop control in their hands and fingers that aids their writing skills well. Through the holiday periods the children and staff plan trips and outings. The children are able to put in requests about where they would like to go, these are often linked to the themes set for the holiday period. They enjoy trips to the zoo, play crazy golf and using the local park facilities. Consequently, children enjoy their holidays taking part in a range of experiences that enable them to have fun.

Staff work hard to ensure they develop positive partnerships with parents. They make sure they are available for daily discussions with parents to support a shared approach to children's learning. Staff provide feedback about what children have done and enjoyed through the day. This means good two-way communication with parents is established and they are effectively involved in their children's learning and development.

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

Children are happy and settled. They are familiar with the setting and move about with confidence. They have secure relationships with the staff and seek them out to talk to and play with. Staff know them well so can talk to them about their interests and familiar events. This makes children feel valued and gives them a strong sense of belonging. Children behave well, are sociable and interact positively with one another. Staff are positive role models who offer children consistent explanations about what behaviour is acceptable. They reinforce children's behaviour with lots of praise and encouragement. Consequently, children learn right from wrong.

There is a wide range of toys and resources for the children. Staff make sure that they provide a variety over the week to maintain children's interest. Overall, children follow appropriate hygiene routines, washing their hands when they come in from outside and before they eat. All children bring a packed lunch and staff provide guidelines for parents to ensure food is healthy and if children have any allergies this is considered within all lunches. Children can have a drink when they wish as there are water fountains in the setting, and staff also ask them frequently if they would like a drink. This means they do not get thirsty, even when they are playing outside and being active. There are generally satisfactory procedures in place to ensure children's dietary requirements are met.

However, there is a weakness in this system, when children have different or complex needs, which has an impact on how well the staff are able to meet children's specific health needs well and support their well-being.

Children develop a sound understanding of personal safety. For example, they practise the fire evacuation procedure regularly, which helps them to learn how to react in an emergency. Staff help to promote children's understanding of safety effectively through the daily routines by reminding them of their boundaries while playing outside. Children show their confidence in taking risk as they climb and jump off the challenging equipment, developing their resilience and physical capabilities.

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

The inspection took place following concerns raised to Ofsted about the procedures in place to meet children's individual health and care needs. This inspection has found that the procedures are suitable to ensure that the staff have enough general information about the children's individual needs. However, the procedures are not robust enough to ensure that thorough care plans are implemented or that training is effective for those children who need additional support. This resulted in children's specific needs not being fully met and staff were unable to react appropriately to these needs to support their well-being and promote equality of opportunity. This is a breach of the requirements of the Statutory Framework for the Early Years Foundation Stage. Following this incident, the manager reviewed the procedures for recording the information about children. However, this is still not comprehensive to ensure all details are captured effectively at time of registration to support individual children's care needs. All staff have received training to deal with children's complex needs and this means that they can support children more effectively. Therefore, the impact on the children's welfare is minimised.

Suitable procedures are in place to ensure children are cared for in a safe and secure environment. There are sound risk assessments for all the areas children play in, and staff check these areas before they are used to help keep children safe. The staff work closely with the school premises manager to maintain a good standard of safety for all children. This means children play in a safe and secure environment. The staff have a sound understanding of the safeguarding and welfare requirements, including regarding the administration of medicines. There is an adequate range of policies and procedures that help staff to protect children in their care. For example, staff know what to do should they have a safeguarding concern about the welfare of a child and explain they would refer to the procedures as they know there are the local children's services contact details in them. This means they can act promptly in the event of a concern.

At the beginning of each school holiday staff meet for an induction session, so they can go through the aims for the holiday provision. They discuss children's activities, trips and review the policies and procedures. This means that staff understand their roles and responsibilities. The manager and staff team have a supervision session at the end of the long holiday provision. The purpose is to review the effectiveness of the activities and

ensure that they have been meaningful for the children. They involve children and parents in this through discussion and questionnaires. This means they can identify areas for improvement and take these forward to the next holiday provision.

The team establish positive relationship with parents. There is an effective two-way communication between parents and staff. As a result, parents know their children are happy, relaxed and enjoying themselves through the holidays.

### **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>	EY430262
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	922670
<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>	26
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Wandsworth Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02088716349

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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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