

# The Cubitt Street Play Centre

3 Cubitt Street, London, WC1X 0LJ

<b>Inspection date</b>	20/11/2013
Previous inspection date	03/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 have access to a good range of activities in the playrooms, sensory room and large garden. In addition they have the opportunity to take part in outings to extend their experiences.
- An effective key person system is in place to ensure that children's individual needs are met effectively. High child to staff ratios enable children to be supervised effectively and enable them to take part in all the activities.
- Partnerships with parents and other agencies are highly effective to ensure that children's care needs are met well. As an out of school provision the staff compliment the learning children receive at school.
- Managers are dedicated and enthusiastic in their role. They have developed systems to ensure that the friendly staff team are able to meet together at the end of each session to evaluate practice and share observations. They have opportunities for training and have regular supervision.
- Plastic role-play resources limit the textures available for children to explore. In addition, they do not reflect the backgrounds of all the children to encourage them to represent real-life experiences in their role-play.

### It is not yet outstanding because

- Plastic role-play resources limit the textures available for children to explore. In addition, they do not reflect the backgrounds of all the children to encourage them to

represent real-life experiences in their role-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 had a tour of the premises and observed interaction between staff and older children.
- The inspector had discussions with the manager and some staff members.
- The inspector sampled available documentation, such as observations, children's feedback and activity plans.
- The inspector took the views of parents into account through a sample of survey responses.

## **Inspector**

Helen Steven

## Full report

### Information about the setting

The Cubitt Street Play Centre registered in September 2012. It is an out of school provision for children with special educational needs and/or disabilities. The Play Centre is based in Camden in the London Borough of Camden. The children have use of two play rooms where they are divided according to their age and developmental stage. All children have access to a large enclosed play area and sensory room.

The Play Centre is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. It is open for early years aged children on some Saturdays and during all school holidays from 10am to 4pm, although the provision only operates for two days over the Christmas holidays. There are currently seven children on roll in the early years age range. The Play Centre supports children who learn English as an additional language.

The manager holds a relevant qualification and is employed on a permanent contract. In addition the play centre employs 33 staff on a 'casual contracts', of those seven hold a recognised qualification for early years. There were no children present in the early years age range at the time of the inspection.

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

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

- increase the role-play resources so that they provide a variety of materials and different textures for children to explore, and reflect their family backgrounds and communities

## Inspection judgements

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

Children attend the centre on an ad-hoc basis. However, the friendly staff team know the children well and are skilled in how to support those who have disabilities and/or specific needs. In the school holidays activities are planned around themes based on children's interests. For example, there is a pirate theme and these activities are adapted to ensure that they meet the needs of all children attending. They go on treasure hunts and built pirate ships. Staff have good links with other professionals to help them compliment the learning children receive in other settings and provide consistency in their care. As a result they are supported to achieve their next steps in learning.

Children are encouraged to be independent as they are able to make choices in their play. Staff give them time to complete activities at their own pace. Routines such as snack time

are used effectively to encourage children's learning. The children are able to prepare their fruit by cutting it themselves developing their independence and physical skills. Staff commentate during the activity to extend children's communication and introduce mathematical language. A cosy book corner with soft lights is used for interactive story times which capture children's attention. Staff ask questions and encourage children to join in repeated phrases. They also make use of props to bring the stories to life and help children explore their senses for example with themes on the hungry caterpillar. Children are able to express themselves by using the collage materials available for them to explore and create pictures. Toys and equipment enable children to engage in imaginative role-play based on their own first-hand experiences. For example, there is a range of play food and crockery set out on a table near the home corner. Although there are reflective books and materials from different cultures in the setting and festivals are celebrated, the role play toys are not as diverse. Furthermore, the textures are not varied for children to explore as they are all plastic. Staff make use of lots of visual prompts to aid children to communicate their needs and feelings. They use picture exchange communications systems (PECS) communication symbols to support children in understanding the routine of the sessions.

Children have opportunities to move freely between the indoors and outside to play. The large garden is accessible and equipment such as hoists enable children to access swings and trampolines. Children can engage in a range of activities that promote their physical development. For example, riding bikes and playing on the bouncy castle. A new feature in the garden enables children to pour and explore the movement of water. There are plans in place to add additional sensory resources to the garden area to make sounds. Children have access to a sensory room with for example light tubes. Regular outings help the children to gain an understanding of the environment. They enjoy trips to the cinema and bowling. Visitors come to the centre to enhance children's learning experiences. For example, a mobile zoo came to setting to give children the opportunity to get up close to animals.

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

The environment is organised well to give children space to move freely between the indoor and outdoor spaces. The premises are fully accessible and equipment is available to lift children to enable them to access care routines and play activities. There is a good range of resources which support children's learning and development in all required areas.

Each child is allocated a key person and home visits are carried out to gather information at the start of the placement. Some staff employed by the centre also work with the children at their schools. Comprehensive observations are recorded to ensure that the staff are able to plan for children's next visit. As a result, the staff at the setting know the children very well and enable them to feel safe and secure.

Children learn to stay safe in the event of an emergency as staff organise regular fire drills. Children take part in preparing fruit for their snack and planned themes about the

hungry caterpillar enables them to learn about healthy eating and lifestyles. There are vigorous systems in place to establish children's individual dietary requirements and any allergies they have in order for staff to meet them well. Staff are trained in various feeding methods to support children's individual care plans. There are robust medication procedures in place to safeguard children's welfare. Children have the opportunity to enjoy fresh air and outdoor play in the large enclosed garden area. There is a varied range of resources available to encourage physical play for children of different abilities.

There are comprehensive procedures in place for managing children's behaviour. Staff look at the triggers for children's types of behaviour and they use this information to plan for children's time at the centre to reduce any challenges. In addition, this recorded information enables the staff to be consistent in their approach. There is a high staff to child ratio to enable staff to support children effectively in engaging in the activities. Staff praise children and encourage their efforts as they engage in activities to give them a sense of achievement. Staff provide opportunities for children to learn about sharing and taking turns. Children are given privacy when toileting and reminded to hand wash in order to develop good personal hygiene practices. Children develop confidence, social skills and have opportunities to take part in outings, such as going to bowling, which they enjoy.

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

The provider has robust recruitment and vetting procedures, including the successful induction of new staff which incorporates safeguarding issues. Staff records are kept at the organisations head office, there is evidence that staff hold suitable criminal record checks. Comprehensive safeguarding policies are in place for the organisation. Staff have received additional training and demonstrate a secure understanding of safeguarding issues and how to act appropriately if they have any concerns. The provider has put in place a flow chart to ensure that staff are clear who they can share any concerns with if the manager is not available. Signs are prominent in the premises to remind staff, parents and visitors that they cannot use mobile phones in the centre. The premises are secure and a fob system prevents children leaving a room without staff knowledge.

Children in the early years age range are allocated and able to attend on approximately 13 days each year. Parents book sessions for their children when it meets their needs. There is an appropriately qualified core team of permanent staff. Other staff are employed on a 'casual contract, but the management ensures that for each session there are enough qualified staff and ratios are met. A number of staff hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident. Staff receive training in feeding techniques and on how to administer medications to ensure children's welfare is safeguarded.

There is a comprehensive range of policies and procedures for the organisation in place and managers at the setting monitor their effectiveness. Furthermore, the two local authorities who fund children at the setting carry out unannounced visits to monitor the

quality of the service. Staff meetings are held at each session and staff evaluate and record observations to ensure that they plan effectively for individual children when they next return. Managers carry out regular one to one meetings with all staff to monitor and support their practice and annual appraisals are in place for those on a permanent contract. There are opportunities for staff to attend in-house training sessions to support professional development.

The manager is very positive, dedicated and committed to providing a good service. Systems are in place for the setting to effectively reflect on their strengths and weaknesses. Managers are continuing to address the recommendation from the last inspection in order to improve outcomes for children. For example, they have fitted water play equipment and plans are in place for sound exploration on the wooden railings. Home visits at the start of the placement forge the strong partnership with parents. The provider organises transport for children to travel to and from the centre. The use of home link folders, emails, phone calls and text messages ensure that parents are able to be involved in the setting and are up to date about their children's time at the setting. The provider actively seeks their views and opinions, for example, they undertake anonymous phone surveys and they use parents' feedback to identify areas for development. There are highly effective partnerships between the setting, external agencies and schools that the children attend. For example, school nurses support the play centre staff in keeping update with any changes in medication the children need. Staff work as part of the team focused around the child to ensure their individual needs are met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY453147
<b>Local authority</b>	Camden
<b>Inspection number</b>	939132
<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>	7
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	03/04/2013
<b>Telephone number</b>	02088525834

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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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