

KIDS Hayward Adventure Playground

Market Road, LONDON, N7 9PL

Inspection date	23/10/2013
Previous inspection date	13/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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

- This setting provides an inclusive space where all children's differences are valued and respected.
- Children learn very well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- An effective key person system ensures children settle quickly, gain confidence and that their individual needs are met.
- Staff give maximum priority to children's health and well-being. They promote healthy eating and independence and ensure all children are happy and secure.
- Staff plan activities that are based on children's interests and this encourages them to join in and learn. Staff work extremely well together and children's individual needs are quickly identified.

It is not yet good because

- There is room to strengthen systems for staff handover during changes in the staff team. This is so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support staff receive.

- Self-evaluation does not identify all aspects of the provision that are in need of improvement.

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 the interaction between staff and children who were taking part in activities in the outdoor adventure playground and inside in the sensory and soft play rooms.
- The inspector sampled relevant documentation, including records relating to the suitability of staff and safeguarding.
- The inspector held discussions and carried out a joint observation with the acting manager.
- The inspector reviewed a sample of children's progress records.

Inspector

Catherine Greene

Full Report

Information about the setting

Kids Hayward Adventure Playground registered in 2004. It offers out of school and day care provision for children with special educational needs and/or disabilities. It operates from a single storey purpose built building and consists of three rooms, including a soft play room, a sensory room, a kitchen, office and bathrooms. It is situated in the London Borough of Islington. All children share access to a secure, enclosed, outdoor adventure play area. The setting offers after school sessions each weekday from 3.30pm to 5.30pm and holiday play schemes operate from 10.15am to 3.15pm. Various pre-booked day time play sessions are available for children to attend with their carers and teachers. Weekend play sessions are also available. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 29 children under eight years on roll, of which two are in the early years age group. The setting also cares for a number of children over the age of eight years. The setting employs three full-time, permanent members of staff, all of whom hold appropriate play and early years qualifications. The setting also employs a number of temporary staff.

What the setting needs to do to improve further

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

- foster a culture of mutual support and continuous improvement by putting appropriate arrangements in place for the supervision of staff to help them to understand their roles and responsibilities concerning children's safety and well-being, and by using reflective practice and self-evaluation to identify the settings' strengths and priorities for development, including input from parents.

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

- strengthen the support mechanisms in place for staff, as they support children and their parents during times of transition and changes in the senior leadership team.

Inspection judgements

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

Staff show warmth and kindness to the children. Consequently, children approach staff with confidence to express their needs, such as wanting to join in with a specific activity. Staff have the skill to make learning fun and stimulating by following the interests of the children. Inclusion is well considered through thoughtful settling-in procedures and staff

have good knowledge of children's individual needs. The younger children are newly settling at the adventure playground, but it is evident that they are growing in confidence in this lively and stimulating environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging.

Children are keen to take on responsibility, such as setting the tables for their meals. Their views and opinions are really valued and they take an active role with regards to the settings menu. They develop good social skills during the relaxed tea time as they sit in a large group at the table and hold conversations. All children enjoy the food that is freshly cooked and nutritious. Children's good health is promoted they are well-nourished and staff are teaching them about effective health and hygiene routines.

Children have many choices they self-select activities that they would like to join in on and lead their own play. Staff interact very well with the children and relationships are good. They are interested in what the children have to communicate, as they talk about their activities and listen carefully to their suggestions. With support from staff, children are encouraged to discuss, negotiate and agree the rules of the playground. Staff talk to all children with respect and allow children to be involved in making decisions. This has a positive outcome as children understand what is expected of them and behaviour is good.

Children have opportunities to extend themselves physically in the large adventure playground all children confidently initiate their own lively and energetic free play. Some children have dressed up for Halloween and enjoy showing off their vampire fangs and creative decorations that they have made and proudly present for the staff.

The staff have expressed the desire for additional training in areas of Early Years Foundation Stage. There is a strong commitment from staff to provide for children as individuals, through the interesting learning environment that is valued by children and parents. Children are enthusiastic in their praise of their setting and say confidently 'I like it here'.

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

Children are settled; secure and happy within this setting some have been attending for many years and have built close relationships with the staff team. They are provided with a good balance of child-led and some adult-led activities. They are free to make choices in their play, which promotes their independence skills. The atmosphere within the adventure playground is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where they play and who with. Staff place a strong emphasis on learning through play, having fun and building positive relationships.

Daily routines are well established by staff who enjoy their work. Staff are committed to getting to know the children well to make sure that they can meet individual needs. Planning is flexible and influenced by the children's choices, ideas and play preferences. Children's progress is recorded and monitored using individual development records, which

are shared with parents. The key person system works well to ensure children's individual learning and development needs are effectively planned for.

Children's communication skills are fostered well through play. Children have fun taking part in a wide range of interesting and exciting activities which offer good challenges. They take part in creative activities and celebrations, such as expressing their ideas for a celebration day for each child. This includes the activity they enjoy the most, such as rhythmic clapping with everyone taking part.

Children have good opportunities to learn about their own and other people's cultures as the setting acknowledges festivals and explores customs and beliefs of others in interesting topic work. Children take part in a meaningful range of activities that embrace the wider world, such as when they enjoyed a Bolivian picnic to celebrate the cultural background of one of their friends. Staff value the individual backgrounds of children and as a result, they know each child well.

The open access to the outdoors and adventure playground presents staff with challenges regarding sand and mud being walked inside. Nonetheless, staff are constantly considering the ways in which they can improve the organisation of the building and resources so that children play in a cleaner environment. Staff hold certificates in food safety so they can safely prepare meals and the kitchen has been awarded a three star certificate for food hygiene. As part of the routine, children are encouraged to wash their hands before eating their meals; this helps them to understand self-care practices. Procedures are in place to ensure children receive attention in the event of an accident or illness. Staff hold appropriate first aid qualifications. Medication and sickness policies and systems for administering medication are firmly established.

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

All staff have a good understanding of child protection, including a secure knowledge of the procedure to follow to report concerns. Children are cared for in a safe and secure environment with staff experienced in how to supervise and support children during activities. Good partnerships with additional staff who provide one to one support for children means that the two-way flow of information is established. Vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the settings' policies and procedures. Management monitor staff performance through appraisals and informally, through observation and by working alongside the staff.

Daily visual safety checks for the premises alongside clear written policies and procedures support practice. This system ensures children's safety and welfare is a priority. This includes when children are on outings or on the bus journey back from local schools and then home at the end of the session.

Parents benefit from existing well-established relationships with staff, which assists with

the exchange of information at the end of each session. Parents do not all collect their children from the setting as most children go home on the bus. Staff communicate through some written information and photos illustrating the activities that children have participated in. However, systems are not yet securely in place to support staff during times of transition and changes in roles and leadership. The registered person has not notified Ofsted of a significant event about the suitability of a member of staff, or a change in manager. This is a breach of requirements.

All staff are committed to the continuous improvement of the setting. They contribute as a team to systems of evaluation, although a system of evaluating the setting as a whole has not been fully completed due to recent staff changes. Staff are keen to develop their practice and improve outcomes for children. The management team and staff welcome the advice and guidance they receive from the local authority and other specialist organisations who work with disabled children. As a result, they have put recommendations into practice, such as providing additional staff to work directly with children. They are committed to their in-house quality improvement programme so that they can share good practice.

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	EY274361
Local authority	Islington
Inspection number	939823
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Kids
Date of previous inspection	13/05/2010
Telephone number	0207 607 0033

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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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