

# Rowdown Childcare Centre

Rowdown Primary School Annexe, Calley Down Crescent, New Addington, Croydon, Surrey, CR0 0EG

<b>Inspection date</b>	12/02/2014
Previous inspection date	26/09/2013

<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		3
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		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to meet an action set at the last inspection and does not ensure staff have regular supervisions to identify training needs and to foster a culture of continuous improvement.
- Some activities lack challenge. Staff do not share information about children's learning with parents and teachers.
- Staff do not provide alternative, active physical play indoors when weather conditions limit outdoor play.

### It has the following strengths

- Children are confident and engage well in choosing their own activities and resources in a welcoming environment.
- Children play harmoniously together because staff manage their behaviour well and rarely have to intervene.

## 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 held a meeting with the manager
- The inspector observed activities and had a discussion with staff
- The inspector viewed a sample of children's progress
- The inspector had discussions with parents and carers who were available

## Inspector

Tracey Murphy

## Full report

### Information about the setting

Rowdown Childcare Centre was registered in 2004. It is located in the grounds of Rowdown Primary School. It is one of a number of out-of-school and holiday play facilities run by Croydon Play Plus. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides school holiday and out-of-school care for children aged from four years old. There are currently 24 children on roll, although only two children are in the early years age range. The centre is open five days per week from 3pm to 6pm during the school term. It is open during the school holidays from 8am to 6pm. It is not open on Bank Holidays, during Christmas holidays or for the first two weeks of the summer holidays. There are five members of staff, three of whom hold childcare qualifications. The centre has the use of a playroom, a reception and cloakroom area, a kitchen, office, toilets, a playground and a field.

### 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 requiring the provider to:

implement effective staff supervisions and appraisals which identify training needs and foster a culture of teamwork and continuous improvement for individual staff members and the whole setting

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

- improve planning to ensure activities consistently provide sufficient challenge for children to promote their learning while they play
- improve the educational programme for physical development by providing active play indoors when bad weather inhibits outdoor play.

### Inspection judgements

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

Staff provide a well-resourced environment with equipment clearly labelled. Children enjoy

activities they choose and use good concentration skills to finish their chosen activity. Children have fun taking part in painting activities and using the computer with their friends. Children engage in an activity using chalk that helps them practise their early writing skills. They chat about what they are doing, and show their sense of achievement by saying 'I am making this to put up on the display'. Staff provide support, conversation and company for children during activities but do not always extend children's thinking skills. For example, children built a wooden brick structure but staff told them what to do and how and did not allow children to learn for themselves how to do this.

Children feel confident and share with staff their experiences and concerns. Children learn to resolve issues and disagreements with each other. For example, staff listen and reassure children during conflicts, enabling children to resolve the problem appropriately. Staff engage in activities and play with children to help them make progress in the different areas of learning. However they do not always extend children's thinking and problem solving when the opportunity arises. For example, during shopping role-play, staff do not question children effectively about the shopping list and using money which means children do not learn appropriate mathematical language. Staff provide suitable activities for individual children and they enjoy their time at the club although, at times, staff do not always plan activities to challenge them fully. For example, some staff are too directive during activities such as string painting. They show children where to place the string in the paint and on the paper and children are unable to express themselves. As a result, they get bored and wander off. Planning for activities is generic and not specific to individual children. It does not reflect the next steps for children or use observations staff have made on individuals to help children make progress in their learning. Parents do not receive information about the progress the children make, or the plans that are in place and cannot therefore be part of their children's learning at this setting.

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

All children have a key person. The key person completes 'All about me' forms with parents at the point children register at the setting. This gives staff an awareness of each child's individual care needs. Staff develop good relationships with children to make them feel welcome in the club. Children show they feel secure by confidently coming in and engaging in the activities. Resources are clearly labelled and children independently choose new equipment from storage units to enhance their play experiences.

Sufficient procedures are now in place to keep children healthy and safe. The premises are secure. Staff greet all parents as they arrive to collect their children and offer some feedback on the child's day. At the start of the session, staff collect children from their classrooms or children are brought to the club by staff from other local schools. Staff sign children's names in the register. Staff provide children with a snack and encourage children to help themselves to water when they need it which helps to develop their independence. Children enjoy time to sit and chat with staff and friends.

The environment is safe, welcoming and well resourced. Children have daily opportunities for outdoor play unless the weather conditions make it unsafe to do so. However, staff do not plan indoor physical play to meet the needs of more active children, after a day at school. This means that not all children's physical needs are met and limits the progress of those who are more able in this area of learning. Staff support children's play and join in when invited, encouraging children to develop control over their own actions. Staff have a good knowledge and understanding of safeguarding children, and procedures are now in place to ensure children's welfare. Children have a sense of personal safety within the club; for example, they remind each other of rules such as not to run inside.

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

Leaders and managers have failed to meet all actions set at the last inspection. There was a requirement to ensure all staff had regular supervision to help them and identify their training needs. A system has been developed to offer supervision to staff but has not been implemented. Nonetheless, the management team demonstrates a developing knowledge of the requirements of the Early Years Foundation Stage and has made some improvements. For example, the book corner is now inviting and used regularly by children. Children have daily opportunities to play outside when it is safe to do so. Staff have a sound understanding of the policies and procedures that aid the running of the setting. Staff are rigorous in ensuring children are signed in and out and know the requirement to keep appropriate records for children. This demonstrates their understanding of safeguarding requirements. There is an appropriate recruitment process which is completed by head office, including relevant suitability checks for staff working with children. Staff and students have a basic induction programme, monitored by head office rather than the manager of the club. Staff have access to generic safeguarding training and the policy includes information about the procedures for mobile phones and cameras to promote children's safety. A member of staff with first-aid training is always present, and most staff members hold a child-care qualification. These processes all help to keep children safe within the setting.

Leaders and managers have not embedded systems to monitor the educational programme to ensure staff challenge the children consistently in all areas. For example, planning is not robust and opportunities for active physical play are limited when children are unable to go outside which prevents them from making good progress in their physical development.

Staff welcome parents into the club when they collect their children. Parents say they are comfortable with staff and are happy with the care the club provides for the children. The club works with the school, sharing relevant messages they receive from the school with parents. Parents are well informed about the club's organisation through a brochure containing policies and procedures of the club. At the end of the day, staff share with parents what activities their children have enjoyed. The manager has plans to develop the

club's provision further. However, insufficient consideration has been given to how all parents can contribute their ideas for the development of the club.

### **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>	EY288565
<b>Local authority</b>	Croydon
<b>Inspection number</b>	951526
<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>	24
<b>Name of provider</b>	Croydon Play Plus Limited
<b>Date of previous inspection</b>	26/09/2013
<b>Telephone number</b>	01689 846194

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

