

Addiscombe Childcare Centre

Davidson Junior School, Dartnell Road, Addiscombe, Croydon, Surrey, CR0 6JA

Inspection date	22/05/2014
Previous inspection date	30/11/2009

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

- The club provides a safe, friendly environment for children.
- Children enjoy attending the club and have fun taking part in a suitable range of activities both indoors and outside, remaining busy throughout the sessions.
- Children have good relationships with staff and each other, and behave well.

It is not yet outstanding because

- There are fewer opportunities for children to select and choose their own resources and activities based on their individual interests and ideas.

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 some activities and spoke to the children.
- The inspector looked through a sample of policies and children's records of achievement.
- The inspector looked at risk assessments and safety procedures.
- The inspector talked to some parents to gain their views.

Inspector

Karen Callaghan

Full report

Information about the setting

Addiscombe Childcare Centre is one of five after school clubs managed by Play Plus. Play Plus is a charitable organisation working to provide supervised play activities for primary school children in the borough of Croydon. The club registered in 2000 and operates from the dining hall in Davidson Primary School. The group also has use of a creative area, office, designated children's toilet and cloakroom facilities and the school's outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 7.30am to 9.00am for breakfast club and 3pm to 6pm term time. The centre also offers a holiday play scheme during the school holidays which opens from 8am to 6pm. There are currently 70 children aged from four to 11 years on roll. The club supports children with special education needs and/or disabilities. The club employs seven members of staff; of these, the manager holds an Early Years Professional Status and six staff hold National Vocational Qualification at level 3 in early years.

What the setting needs to do to improve further

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

- extend opportunities for children to select and choose their own activities and resources based on their individual interests and ideas.

Inspection judgements

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

Staff plan and provide a wide range of activities that complements children's learning at school. They gather detailed information about children's background, interests and needs. For instance, they note children's interests and have discussions with parents. This helps ensure that they can provide suitable care and support when children start at the club. Staff set up a good selection of indoor and outdoor play materials and equipment throughout the session for children to choose from, with the emphasis on learning through free-play. However, there are fewer opportunities for children to independently access and choose their own resources and activities based on their individual interests and ideas.

Staff welcome children and encourage them to join in with the activities on offer; for instance young children enjoy cutting and sticking to create pictures at the craft table. Staff talk with children and ask them about their day at school thus promoting their communication skills. Children share books with staff in the quiet book area, where they can relax on comfortable soft cushions. Children play cooperatively together, taking turns in a number game. Staff use opportunities to encourage children to practise their skills effectively by counting out the dots on dominoes and matching the numbers. Children

learn about the wider community, they join in activities for Christmas and make things to sell at the summer fair. Children use every day technology such as computers confidently, playing games, which develops their mouse skills. They enjoy playing in the home corner, using their imaginations as they dress up to go shopping or make tea. They love playing outside and having the freedom to run around, and climb and swing. Staff keep parents well informed about their child's day and their achievements at the setting, spending time talking to them individually at the end of the session.

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

Children come into the setting confidently at the end of the school day. They have good relationships with staff and each other and there are friendly greetings as they arrive. They go to staff readily with any worries or questions and staff are sensitive to their needs. Staff observe the children while they play making notes about their confidence and skills in order to plan for the next few sessions and making sure they follow the children's interests. This effectively supports their emotional well-being.

Children are familiar with the routines and expectations of the setting, putting their belongings away safely when they arrive and quickly choosing an activity. They gain independence as they pour their own drinks at teatime. Staff intervene promptly if children become noisy or boisterous and children respond well to their calm approach. Consequently, behaviour is good overall. Children remember why they must not run inside the main hall and they help tidy the equipment away so the hall is safe at the end of the day. This helps them learn to be aware of risks and keep themselves safe. They take part in regular fire drills so everyone knows what to do in an emergency.

Staff conduct risk assessments before each session begins and check the premises are safe before children arrive. They make sure that the school gates are locked before allowing children out to play. They set up the hall with a good selection of resources and some posters and displays to help create a welcoming environment. Staff promote children's good health appropriately by encouraging them to play outdoors. Excellent hygiene routines are in place when children wash their hands and use an anti-bacterial spray before they eat. They benefit from a freshly prepared hot meal at teatime, enjoying spaghetti on toast with fruit afterwards.

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

Children are cared for by appropriately qualified and vetted staff due to robust recruitment procedures. This helps safeguard children's welfare. All staff complete child protection, basic hygiene and first aid training, which ensures that they have a clear understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child in their care. Staff attend local training courses to build on their skills. The manager has secure systems in place to monitor staff performance, such as supervision, where she tests their knowledge to assess their skills

and effectiveness. Staff work together effectively as a team, sharing tasks such as food preparation during the session. They communicate with each other on a radio control system across the large premises. This helps to promote children's safety and well-being and contributes towards the smooth running of the setting.

The manager has a clear understanding of his responsibilities in relation to the learning and development requirements. Together with the staff team, they regularly review the setting's practice. There clear systems are in place to monitor children's progress through observations and assessment. Staff support and encourage the children to be creative, linking to the current themes in the school such as Mother's Day. The manager shows a good commitment to continuous improvement and takes appropriate action where any areas for improvement come to light. When additional funds are available, children share their views of what new resources they would like to see and together with their parent ideas, make the club responsive to local needs. Staff have good relationships with parents. They keep them well informed through daily discussions, the notice board and newsletters. Parents comment that they feel their children are safe and comfortable at the setting and enjoy their time there. They are happy with the care provided and systems for day-to-day communication. Staff make links with children's schools and share important information wherever possible to ensure continuity in learning and care.

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	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

Unique reference number	EY288562
Local authority	Croydon
Inspection number	845699
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	70
Number of children on roll	70
Name of provider	Croydon Play Plus Limited
Date of previous inspection	30/11/2009
Telephone number	0208 655 3150

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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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