

TABOTCentre

TABOT Centre, 151 Granville Road, Kilburn, London, NW6 5AR

Inspection date	26/06/2014
Previous inspection date	14/03/2013

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

The quality and standards of the early years provision

This provision requires improvement

- The staff team have worked hard make improvements to benefit outcomes for children.
- Children are happy to attend. They enjoy playing with their friends and mix well with other children of different ages.
- Children make satisfactory progress in their learning and development as staff provide a sufficient range of indoor activities and play opportunities, which overall supports their interests.

It is not yet good because

- The indoor activities at times do not always provide enough variety to motivate children's interests and provide sufficient challenge.
- The role-play activities are too adult directed and prevent children from expanding their imagination from their own experiences

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 children participating in activities and the interaction between staff and children.
- The inspector reviewed a sample of children's progress records.
- The inspector had discussions with the manager throughout the visit.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.

Inspector

Jennifer Devine

Full report

Information about the setting

Tabot Centre registered in 2001. It is located in Kilburn in the London Borough of Brent. The centre operates from three rooms arranged over two floors. Children have access to an enclosed outdoor play area. It is open from 3pm to 6pm during term time for children after school. It operates a play scheme during the school holidays from 8am to 6pm. There are currently 58 children on roll, of whom 12 children are in the early years age group. The centre employs eight members of staff, of whom seven staff hold a relevant childcare qualification. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that the indoor environment is consistently set out to provide interesting and challenging experiences that meet the needs of children attending.

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

- develop imaginative play sessions to help children tell stories based on their own experiences and which supports them to expand their imaginations independently.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements and provide an adequate range of indoor and outdoor activities on a daily basis. The provider has appointed a member of staff who takes the lead responsibility for the planning for the Early Years Foundation Stage. This member of staff is the key person for all children in the early years age group and has developed a satisfactory knowledge of children's individual needs and interests. Staff meet children from their schools and they walk back to the club together. When children arrive, they know where to place their school bags and belongings and spend some time before snack outside where they can run around and release their energy after a busy day at school. Children demonstrate an awareness of good hygiene as they independently take themselves to the bathrooms to wash their hands before their snacks.

After their snacks, children choose the activities they wish to pursue. The club operates a free flow play environment, enabling children to play either indoors or outside. Staff set up

the indoor environment with various activities, however the range of resources are quite limited and are not set out attractively to fully motivate children to want to stay indoors and play. As a result, most children go outside which then becomes quite busy. For example, pencils and paper are provided indoors, but this lacks appeal to engage children and capture their attention. There is a satisfactory level of interaction with the staff, who offer support and involvement with the children's learning. They are generally interested in what the children have to say, as they talk about their day at school. Relationships between older children and those in the early years age range are positive and children play well together, sharing and talking turns. Overall, children are well behaved and staff respond calmly and sensitively to any difficulties.

Towards the end of the evening staff organise the different age groups for planned activities. The early years children enjoy a story session where they take part in some acting. Although children show they enjoy this time, the activity is too adult directed. The member of staff acts out a story about a cross greengrocer telling children what their lines should be. This does not enable the children to develop their own imaginations using their own life experiences.

Staff make themselves available at the end of day for parents to discuss their child's time at the club and day at school. Parental comments at inspection indicate that parents are happy with the service provided and have found the group to be supportive for childcare arrangements.

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

Staff have developed their knowledge about how to promote the good health of children. Staff have made considerable improvements to the type of food choices for children's snacks and have turned this time into an enjoyable social experience. They provide children with a selection of healthy sandwiches and fresh fruit and children demonstrate a clear understanding of taking turns. Children line up carefully and make choices from the selection of foods on offer. Older children are considerate to the younger children and patiently wait their turn. They return to their tables and sit down to eat together, making this a social time as they chat quietly about their day at school.

Children have developed sound relationships with staff in the club. This enables them to form attachments and promotes their well-being and independence. One member of staff takes lead responsibility for the early year's children and she has the role of the key person, which helps younger children to feel secure. Children's personal, social, and emotional development is supported soundly. Children from all schools have formed friendships and enjoying playing together.

Staff have a suitable understanding of the safety of children. They are deployed appropriately to ensure children's safety and well-being at all times. Registers are taken as children are collected from school. A designated member of staff sits at the main door to ensure all children are accounted for as they arrive or leave in the evening. Improvements have been made in regards to the school pick-ups and staff are aware of the importance

of road safety. They are good role models and talk to the children about safety when crossing the roads. This ensures children's safety and well-being.

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

The registered provider/manager and staff team has made satisfactory improvements to the service provided. All staff have a sound understand the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff are suitably qualified. The manager and deputy both hold relevant level 3 qualifications and most of the other staff hold level 2 qualifications. Five staff hold an appropriate first aid certificate, which means that they are able to respond to children in a emergency appropriately. Suitable recruitment and vetting procedures are in place to check the suitability of all adults employed by the provider. Clear procedures are in place to ensure any volunteers or work-experience students do not have unsupervised access to children.

Staff have improved their understanding of safeguarding through attending training and are aware of the procedures to follow if they are concerned about a child. The provider has updated the safeguarding policies and procedures to include policies for the use of mobile phones or cameras. The provider has also improved the risk assessment procedures, particularly in relation to the journeys from school to the club.

The provider/manager has made positive changes, demonstrating a sound capacity to make ongoing improvements. Staff appraisals are mostly completed and the manager is in the early stages of formalising individual supervision sessions to further support staff and help her identify the strengths and weaknesses of the staff team. The club has some basic action plans in place to help them with their self-evaluation. One member of staff takes the lead responsibility for the younger children and this ensures that their interests and individual needs are promoted. This member of staff also makes time to have discussions with the parents at the end of the day to pass on any messages from school. In addition, she has developed a scrapbook for each child that is complemented by photographs, to show parents their child's achievements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	159891
Local authority	Brent
Inspection number	968280
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	30
Number of children on roll	58
Name of provider	Mr Mark Moore & Mrs Angela Moore Partnership
Date of previous inspection	14/03/2013
Telephone number	020 7624 3714

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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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