

Hornsey Lane Estate Community Association

Community Centre, Hornsey Lane Estate, LONDON, N19 3YJ

Inspection date	06/08/2014
Previous inspection date	10/12/2013

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

- Children arrive happy and settle well, because staff provide a warm and welcoming environment.
- Children's safety is maintained because staff understand safeguarding procedures and implement risk assessment well to keep the environment safe and secure.
- Children have good relationships with staff and behave well. This is due to staff continually praising children's efforts which raises their self-esteem.
- Children's physical development is well supported.

It is not yet good because

- Opportunities to fully support children's communication and language through asking questions are not fully used as staff do not always pick up on children's comments and interest during activities.
- Staff do not always plan activities to incorporate younger children's interest or to take into account their abilities.
- The lack of the key person system results in staff not tailoring care and learning for children's individual needs.
- Systems to monitor the educational programmes and provision for children are not yet

sufficiently developed to clearly identify areas of improvement, to move the setting forward.

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 meetings with the playscheme manager and the centre manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector talked to parents, children and staff.
- The inspector invited the manager to take part in a joint observation.
- The inspector observed children's activities both indoors and outside.

Inspector

Sharon Henry

Full report

Information about the setting

Hornsey Lane Estate Community Centre re-registered in 2011 after opening in 1986. The centre comprises a day nursery, an after-school club and a holiday play scheme. It operates from a purpose-built building in Hornsey in the London Borough of Islington. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The play scheme supports children with special educational needs and/or disabilities. The playscheme operates 8am to 6:30pm during school holidays.

The play scheme employs seven members of staff; all of whom hold a childcare qualification.

What the setting needs to do to improve further

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

- monitor the educational programme to ensure that it has sufficient depth, breadth and challenge and reflects the needs and interests of young children
- ensure there is an effective key person system in place to ensure that every child's learning and care is tailored to meet their individual needs.

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

- develop opportunities for children to enhance their vocabulary, think and talk problems and experiences through using good questioning techniques
- develop systems for monitoring to focus on improving the provision for learning and development, supporting children's achievements and takes account of the views of parents.

Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Children who attend the play scheme are contented as they engage in a suitable range of activities. As a result, they are making steady progress in some areas of their learning and development. Overall, children have warm and caring relationships with staff and are familiar with routines. However, staff do not

always plan challenging and interesting activities for the younger children that promotes their development in all areas. This means at times, children are not well engaged in activities as staff do not support them fully.

Staff join in with free-play activities, when children choose what they want to do. During such activities, staff work with younger children for short periods to guide some aspects of their learning. For example, staff talk to them about what they are painting. They ask children questions such as 'What have you painted?' However, staff do not build on this by responding to children's responses. For example, a child explained that they have painted the grass. However, the member of staff did not ask more questions or develop the conversation further to extend the child's vocabulary and maintain their interest.

Generally, children are kept occupied. Staff promote children's physical development as they engage in a variety of activities. Children enjoy listening to their favourite musical and pop songs on the computer. They sing aloud and copy the dance moves. Staff support children's understanding of the world by enabling them to use the computers. Consequently, children are confident in using information and communication technology. They use software that promotes their problem-solving skills. They move the cursor to find different characters and objects. This allows them to remotely 'dress up' models on the screen and discuss what make-up and hair colour they want to give them.

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

Staff provide children with regular access to the outdoor area and trips to the forest and sports centre. This means that children enjoy plenty of fresh air, and this all contributes to a healthy lifestyle. Mealtimes are relaxed, social occasions where children of all ages come together to eat their packed lunch. Staff see this as an important part of the children's day and something to be savoured and enjoyed. For example, children decide that because it is a sunny day they would have their lunch outside on the grass. Staff enhance the experience as they sit with children and eat lunch with them. Children enjoy playing outside and participating in the 'challenge sessions' where they take part in a range of activities such as rock climbing, dancing and swimming.

Children are happy and settled. There are suitable relationships between staff and children. Older children are sensitive to their younger friends and help them use the laptop, by reading the captions aloud. However, there is no key-person system to enable the youngest children develop more confidence. Staff are not always aware of the needs of the younger children and sometimes fail to notice when they need extra support in their play. For example a younger, less confident child, showed an interest in the loom band activity. However, there was no member of staff available to show the child how to do the activity. As a result, the child lost interest and wandered off. In addition, staff do not plan suitable challenging activities for the younger children, taking into account their interests and ability.

Children behave well and are familiar with boundaries and routines. Staff are positive role models and are consistent in their approach to behaviour management. They give

reminders to children about taking turns and praise children who behave well. For example, staff praise children when they pick up their rubbish from the grass area after they have eaten their lunch.

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

The inspection was carried out due to concerns raised to Ofsted that related to planning, child supervision, staff deployment and managing behaviour. The inspection found that the premises were clean and well maintained and the hall used for the play scheme was fit for purpose. It was found that children were well behaved and that the older children's presence did not have a negative impact on the younger children. As a result all children play well together. The effective deployment of staff both on and off site ensures that children are supervised at all times. It was also found that even though staff interact with the children staff do not consistently build on children's responses, to further extend children's vocabulary. Staff do not always plan challenging activities for the younger children to meet their needs and help them move forward in their development. Furthermore, there is no key-person system to enable the youngest children develop more confidence and have their individual needs fully met. These are breaches of requirements.

Staff are conscientious about safeguarding matters, to ensure that all children are free from all dangers. Policies and routines are well documented and meet requirements. Staff demonstrated sound understanding of their roles and responsibilities to protect children from possible harm or neglect. They know how to pass on any concerns appropriately. Staff undertake regular training to develop their awareness in this area and there is a clear policy, which is displayed and shared effectively with parents.

Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability and they undergo a sound induction process.

A thorough risk assessment is undertaken for the areas used by the children which helps staff minimise hazards and ensure children's safety is maintained at all times. Staff ensure that the building is kept properly secure so that unwanted visitors do not gain access to the setting or present a risk to children. Appropriate safety equipment is provided and children benefit from a range of safety measures, which are in place. For example, children develop a good awareness of keeping themselves off site as they wear high visibility vest and discuss safety rules such as staying together and not wandering off.

Staff have developed effective partnership with parents, they greet parents on arrival and spend time talking to them. Parents comment that they are happy with the service and that their child enjoys coming. Policies are shared with parents when their child first starts with the setting. This means that they are aware of how the setting operates and how and what to do if they have a complaint.

The centre manager has some plans to promote staff's professional development and recognises some of the limitations of the premises. Staff encourage children to tell them what they like, or do not like about the play scheme. This provides some opportunities to evaluate and improve practice. However, there are no clear action plans to help staff develop the learning environment to enhance play and learning opportunities for younger children. In addition, the manager has not identified the impact of the lack of a key-person system on the younger children. Systems for self-evaluation are not robust and this limits the capacity for continuous improvement.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY421775
Local authority	Islington
Inspection number	983587
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	30
Name of provider	Hornsey Lane Estate Community Association
Date of previous inspection	10/12/2013
Telephone number	02072634320

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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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