

# St Johns Wood Adventure Playground

St. Johns Wood Terrace, London, NW8 6LP

<b>Inspection date</b>	27/11/2014
Previous inspection date	15/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
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 not supplied up-to-date information to Ofsted in relation to the change in provider, the person who is managing the provision and the committee members. This is a breach in requirements.
- The provider does not ensure staff prevent children leaving the premises unsupervised or take reasonable steps to prevent unauthorised persons entering the premises. This compromises children's safety. In addition, safeguarding procedures do not include the use of mobile phones and cameras in the setting.
- There are insufficient staff arrangements to meet the needs of all the children and to maintain their safety outdoors. Routines to promote children's health are not implemented to prevent infection or illness. As a result, children's needs are not met.
- The daily record of attendance is not kept up to date and accidents are not always recorded to help promote their welfare.
- Staff do not provide routines and activities to encourage the development of children's skills and capacity to be ready for their next stage of learning, hindering their progress.
- Staff miss opportunities at snack time to encourage children to develop relationships with other children and to promote healthy eating.

### It has the following strengths

- Children of different ages play together well and build relationships, which helps to promote their confidence.

### **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 staff and children's interactions indoors and outdoors.
- The inspector sampled the after school club's policies and procedures, and the risk assessments for the playground.
- The inspector held a meeting with the provider and the project manager in the after school club.
- The inspector took into account the views of parents and children.
- The inspector invited the deputy manager to carry out a joint observation.

### **Inspector**

Vanessa Brown

## **Full report**

### **Information about the setting**

St John's Wood Adventure Playground registered in 1999. It operates from purpose-built premises in St John's Wood in the London Borough of Westminster. A secure outdoor play area is available. The club is registered to provide care during the school holidays from 9.30am to 5pm and is open each weekday from 3.15pm to 7pm during term time. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently four children on roll in the early years age group. The playground supports children with special

### **What the setting needs to do to improve further**

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

- devise and implement procedures to prevent children leaving the premises unsupervised to keep them safe at all times
- take reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for identifying visitors
- ensure there are effective staffing arrangements to enable staff to be deployed to meet the needs of all children and to maintain their safety
- ensure there are sufficient qualified staff to promote the safety and welfare of the children at all times, taking into account the activities in the playground and the age and needs of the child
- keep an accurate daily record of the names of the children being cared for on the premises and their hours of attendance
- keep a written record of all accidents or injuries, including any first-aid treatment administered to children, and ensure that parents are informed
- ensure the safeguarding policy covers the use of mobile phones and cameras in the setting
- ensure the good health of children is promoted in the setting by encouraging hand washing before meals to help prevent illness or the spread of infection
- ensure monitoring of staff identifies any gaps in their knowledge so that they plan activities to support children to develop their skills for attending school
- ensure staff encourage and promote children's development by giving them a range of opportunities so that they acquire the skills and capacity to be ready for the next stages of learning.

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

- review snack time routines to effectively promote children's healthy lifestyles, and provide opportunities for children to sit together and develop friendships with their peers.

## Inspection judgements

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

Staff do not plan sufficient activities to challenge and motivate children ready for their next stage of learning. They do not organise the environment to stimulate children so that they explore and become independent learners to support their learning in school.

Children have access to some activities that interest them. However, when children arrive at the club there are few organised activities for children to choose from. Consequently, some children sit around and quickly become bored.

Children play together indoors with board games and art activities, choosing the games themselves and sitting with their friends. This enables the children to develop relationships with other age groups, which helps to promote their confidence. Children play outdoors on the large play equipment or join in with ball games organised by staff. They explore paint with brushes and their hands, and use scissors to cut out snowflakes for a display. The range of activities supports children to become confident to use equipment, such as holding a pencil correctly ready for school. However, staff do not provide enough quality interactions to stimulate and excite children to learn. Consequently, children lose interest quickly, look for other activities or run around with nothing to do.

The youngest children find the environment noisy and uninviting. They sat on their own at the beginning of the session or try to find a quiet area. Staff unsuccessfully tried to engage them in activities and children only started to join in when invited by their siblings. This is because staff do not plan a range of activities to interest or motivate these children.

Children have few opportunities to develop skills for school. They take some responsibility for their belongings in the after school club, although there are no pegs to hang up their coats and bags. Consequently, bags lie in a pile on the floor or on chairs, which does not encourage children's self-esteem effectively.

There are few group time activities planned to support children's listening or speaking skills or for children to build relationships with their peers. Registration time at the beginning of the afternoon is the only time when the children sit together as they listen for their names to be called. Therefore, children do not have the opportunity to build confidence to speak in front of their peers to support them in school.

The afternoon is generally chaotic and although there are some organised activities these do not enthuse, engage or motivate children. Consequently, some children are bored and wander round looking for things to do. Some of the staff try to engage children some of the time, but the staff are generally engaged in supervising and care routines, for example organising snack, or cleaning up after children's art activities. Therefore, there are few opportunities where staff interact with children to promote their curiosity or imagination.

Partnerships with parents are friendly. Parents receive some basic information about the

after school club when children start and staff provide newsletters, which include information about what the setting provides.

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

Children arrive at the setting and are generally happy. However, the environment is noisy and does not help young children to settle. This is because activities are not set out at the beginning of the session and children have to sit and wait until other members of staff return from the second school pick up of the afternoon. There is a key-person system in place, but as the member of staff is on holiday the youngest children do not have any support to meet their individual needs.

Staff organise some ball games outdoors for children and they play on the large play equipment. Staff and outside agencies complete annual and daily health and safety risk assessments to ensure the safety of the equipment. Two members of staff are deployed outside with the children to supervise and maintain children's safety. However, this is insufficient to keep children safe at all times. On the day of the inspection, one member of staff dealt with three accidents while young children were supervised on equipment by siblings. Therefore, this demonstrates staff are not deployed adequately throughout the afternoon to meet children's individual needs and maintain their safety.

Procedures are in place to prevent children leaving the premises unsupervised. This includes deploying two members of staff in the outdoor area to supervise children throughout the afternoon and to prevent unauthorised persons entering the premises. However, the two main gates to the after school club are open at all times. Parents enter at various times throughout the afternoon to collect children and staff do not always see who is entering the after school club as they are supervising children and are not deployed near the gates. This means that staff do not see everyone who enters the premises, which compromises children's safety. Some older children have parental permissions to leave the setting unsupervised to go home on their own. However, due to the gates always being open and insufficient staff deployed outside, there are opportunities when younger children can potentially leave the premises unsupervised. This puts children's safety at risk.

Children generally behave well in the after school club. Staff remind children to be kind to their friends and about positive ways to behave. They discuss the consequences of their actions. Staff provide adequate opportunities for children to learn to share and take turns, such as during board games and outside ball games, including basketball. Children are encouraged to work through problems for themselves and come to a resolution. As a result, children begin to develop an understanding of how to manage their own behaviour.

Staff do not always promote children's understanding of healthy lifestyles effectively. Some children arrive in the after school club and eat snacks they have brought from home. Some children eat chocolate and drink fizzy drinks, which do not promote healthy lifestyles. Staff provide a healthy snack of noodles for children in the afternoon. However, this is not organised and children are not encouraged to wash their hands to prevent the

spread of infection or illness. Children are able to wander around with their bowls and are not encouraged to sit at mealtimes and develop relationships and good manners.

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

The inspection took place following a concern that was reported to Ofsted. This concern related to record keeping and attendance registers, child supervision and the security of the after school club, including how the provider ensures that access is appropriately restricted to the after school club. Concerns were also related to the procedures regarding fire safety and the provider's knowledge and understanding of the requirement to notify Ofsted of changes.

At the inspection, it was found that suitable procedures are in place in relation to fire safety. The after school club has an emergency evacuation procedure in place which is practised regularly with children and this is displayed for parents. This helps to keep children safe. However, it was found that the after school club does not keep accurate records in relation to attendance registers and does not always complete records for accidents. Child supervision is inadequate to ensure children's safety. Procedures are in place to prevent children leaving or unauthorised persons entering the premises; however, these are not followed and this means children's safety is compromised. These are breaches of requirements for the Early Years Foundation Stage and the associated requirements of the Childcare Register.

In addition, there are weaknesses in the procedures to be followed for the use of mobile phones and cameras in the after school club and in promoting the good health of children. Monitoring of staff does not identify gaps in staff knowledge so that activities are inadequate to support children in their skills for attending school.

Staff have a suitable understanding of the procedures to follow if they have concerns about a child or about another member of staff. Safeguarding procedures are in place and follow the Local Safeguarding Children Board guidelines, with staff receiving adequate training when they start in the after school club. Suitable procedures are in place for the recruitment and induction of staff to ensure appropriately vetted adults care for children. Staff use adequate risk assessments to keep the premises generally safe. Staff complete first-aid training, parental permissions are in place for emergency medical treatment and staff follow and record details of children's allergies. This helps to promote children's welfare.

Management have acknowledged that due to staff changes there are weaknesses in the after school club. They are in the process of implementing an action plan and they are keen to ensure the actions from the inspection are included so that they can move forwards with the after school club. This shows a commitment to improvement.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no-one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure all necessary measures are taken to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- ensure that a sufficient number of persons is present at all times on the premises to ensure the safety and welfare of the children for whom the childcare is provided (compulsory part of the Childcare Register)
- to keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure records are kept of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure the registered person informs Ofsted of the appointment of a new manager of childcare on non-domestic premises (compulsory part of the Childcare Register)
- ensure the registered person informs Ofsted of any changes to the nominated person of a childcare provision (compulsory part of the Childcare Register)
- ensure the registered person informs Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)
- ensure children do not leave the premises unsupervised unless the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no-one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure all necessary measures are taken to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register)



- ensure that a sufficient number of persons is present at all times on the premises to ensure the safety and welfare of the children for whom the childcare is provided (voluntary part of the Childcare Register)
- to keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- ensure records are kept of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register)
- ensure the registered person informs Ofsted of the appointment of a new manager of childcare on non-domestic premises (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	135093
<b>Local authority</b>	Westminster
<b>Inspection number</b>	998360
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	130
<b>Name of provider</b>	St Johns Wood Adventure Playground Committee
<b>Date of previous inspection</b>	15/05/2012
<b>Telephone number</b>	020 7586 1884

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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.

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.

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