

Kenmore Park Children's Centre

Warneford Road, Harrow, HA3 9HZ

Inspection date	14/01/2015
Previous inspection date	19/01/2011

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

- Staff promote children's continued learning through their effective observations and their understanding of children's interests.
- Staff complement children's learning needs effectively. Therefore, children thoroughly enjoy their experiences and benefit from a wide range of challenging activities.
- Children are well supported because the manager, the staff team and school staff have built strong links and work well together. Consequently, these relationships make a valuable contribution to meeting the needs of the children.
- The manager and all staff understand their roles and responsibilities, so that they safeguard children effectively.

It is not yet outstanding because

- Staff promote the needs of children learning English as an additional language well overall. However, on occasions, they do not fully promote opportunities for the children to hear and use their home languages.

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 conducted a joint observation with the manager, and held meetings with the children's centre managers and the manager.
- The inspector walked with the staff to pick up the children from school, toured the children's centre premises, and talked with the staff and children at various times.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's improvement plan.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sheila Harrison

Full report

Information about the setting

The Kenmore Park Children's Centre registered in 2010 and offers an after school service to children attending Kenmore Park First and Middle School. The club is based within Kenmore Park Children's Centre. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The provider employs six members of childcare staff and two centre managers. Of these, two staff hold appropriate early years qualifications at level 2, two members of staff have qualifications at level 3 and one member of staff has a qualification at level 5. One centre manager holds the National Professional Qualification in Centre Leadership and the other holds an early years degree. The club opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 18 children on roll, three of whom are in the early years age group. The staff care for a number of children who learn English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities for children to use the languages they speak at home during their play.

Inspection judgements

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

Staff pay thoughtful attention to children and help to ensure that they enjoy their time at the club. They encourage children to learn new skills through the activities provided. Children are learning to follow instructions, solve problems, and to measure and use tools, for example, as they make paper helicopters. They concentrate for prolonged periods of times by experimenting to find which design flies best. Staff observe children as they play and ensure that there are sufficient toys that interest the children. Therefore, children become quickly involved in their play. Children enjoy playing with the doll's house and small world play. Staff ask children effective questions and encourage them to retell stories and events from their own lives. This input helps children to develop confidence as they talk about things that interest them.

Staff speak clearly to children and they use signs and gestures to aid communication. This helps to promote children's language and understanding, including the children who are learning English as an additional language. Staff provide a range of dual-language books and music from other cultures. As a result, this helps to develop children's awareness of diversity and different languages. They ask parents to translate a few comments the children make in their home languages, which helps to ensure they can meet children's

needs. However, on some occasions, staff do not take all opportunities to promote children's home languages as well as at other times. This is because, at such times, they do not fully provide opportunities and resources for children to hear their home languages in their play.

Staff work well with parents to gather information about children's knowledge and skills before they join the club. They ask parents, on the application form, to detail children's interests and they work closely with the school staff to discuss the individual needs of the children. Parents gain valuable information on the activities provided through regular newsletters and the thoughtful display of photographs that show children's achievements.

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

Staff make children feel very welcome and children are developing strong bonds with them. Staff act as the key person for each of the younger children and engage in discussions with the school staff to help children settle quickly. Parents comment how well their children have settled and feel that they have grown in confidence and become more assertive from mixing with the older children. Staff display children's artwork where they can easily see it, which encourages children to develop a strong sense of belonging. Staff develop strong relationships with children's teachers and this helps the children as they move between the club and the school.

Staff sensitively support children to learn to play cooperatively. They gently encourage them to negotiate and ask others for more equipment rather than intervene on their behalf. Children sit and chat with each other and are happy to talk with other adults about their day in school, and what they like best at the club. This positively helps them to behave well and to begin to think about the feeling of others.

Staff encourage children to be active and energetic, as they use the challenging outside climbing equipment in the school playground. Staff give the children ideas on how to use the equipment, encourage them to persevere and give appropriate praise when they keep trying and eventually succeed. Children are learning about healthy living. Staff bring in other professionals to help develop children awareness of keeping healthy. For example, they invited a dental hygienist into to the club to provide children with information on oral hygiene. This was following the results of a children's survey where children requested more chocolate spread. A new menu has been developed in conjunction with a dietician. Children's allergies and food preferences are respected. During mealtimes children have social conversations with their friends and the staff. They are encouraged to try new tastes and to serve themselves. This helps them to become independent and develop healthy eating habits.

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

Staff safeguard children effectively because they have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements. Staff regularly update their safeguarding knowledge through training courses delivered to team meetings and know how to recognise signs that children may be at risk. They are confident to report their concerns, including information about any colleagues, in order to safeguard children. Robust recruitment and vetting procedures assess staff's suitability to work with children, which helps to promote children's welfare effectively. Children's safety is a high priority. The site is secure and staff closely supervise children at all times. All members of staff present at the club have paediatric first-aid training. Consequently, they effectively promote children's wellbeing and physical safety.

The centre managers and the manager effectively monitor the ongoing suitability of staff and the services for children. Staff have regular team meetings, group supervisions and appraisals. Staff are provided with training opportunities to keep them up to date and, as a result, they promote children's needs well. Staff are very committed and enthusiastic about ensuring that children receive the highest quality care and learning. Management and staff have successfully addressed the actions and recommendations made at the last inspection. Staff evaluate the service they provide and ensure the views of children are valued. For example, children suggest activities and resources they would like through completing wish lists.

Staff work closely with the teachers, parents and other professionals to put in place strong and effective strategies to help children to make the best progress they can. Parents comment that they are happy with the service offered and that their children are very keen to attend and see their key worker. Therefore, effective partnership working helps to ensure continuity of care for children.

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	EY396688
Local authority	Harrow
Inspection number	844779
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	18
Name of provider	London Borough of Harrow
Date of previous inspection	19/01/2011
Telephone number	020 8416 8400

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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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