

Hampstead Community Centre

78 Hampstead High Street, London, NW3 1RE



Inspection date

3 October 2016

Previous inspection date

1 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Children are happy and settled. They develop strong bonds with staff, who are warm and welcoming to children. Children behave well and form quick friendships with one another. For example, the older children in the centre help the youngest children to find their belongings and choose activities.
- Partnerships with parents are strong. Staff share regular information with parents about how their children are getting on and keep them informed about the daily activities on offer. Parents speak highly of the staff team and the friendly environment.
- Leaders are enthusiastic about their roles and seek to improve children's experiences. They are reflective and use systems of self-evaluation effectively to evaluate their service. They have successfully met recommendations set at the last inspection to maintain the good levels of provision noted then.
- Children have good opportunities to extend their physical skills. For example, they take part in group games, sports, and activities such as using modelling dough.

It is not yet outstanding because:

- Staff do not enable the youngest children in their everyday routines to become as independent as they could be.
- Staff do not help children to learn sufficiently well about differences and similarities of others represented in the wider community.

What the setting needs to do to improve further

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

- consider ways to help the youngest children to gain more independence to aid their well-being
- help children to build on their understanding of others with differing backgrounds represented in their wider community.

Inspection activities

- The inspector spoke with children, staff and parents to gain their views of the setting.
- The inspector held a leadership meeting with the manager of the setting.
- The inspector looked at a relevant sample of policies and documentation, such as suitability checks of staff and safeguarding procedures.
- The inspector observed staff interacting with children throughout the inspection.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a confident knowledge of what to do if they are concerned about a child's welfare. Staff are aware of their responsibility to prevent children being drawn into situations which put them at significant risk of harm. There are clear policies and procedures in place to keep children safe and ensure the setting is managed effectively. Staff are enthusiastic and committed to their roles and leaders value the importance of supporting them with training to develop their expertise. Leaders make good links with other professionals and seek support from relevant agencies where required. For example, staff have secure links with local schools and share important information to ensure consistency in children's experiences and care.

Quality of teaching, learning and assessment is good

Staff interact well with children of all ages and abilities. They get to know their individual needs and interests. For example, they ask children about their day at school or about their family and siblings. Children benefit from a range of age-appropriate activities, which are planned using children's interests and ideas. Children typically have free choice in what they want to take part in and adults are close by for support. Children develop their creative skills well. For example, they take part in ongoing art projects which are then celebrated and displayed around the hall. Children show an interest in reading and enjoy drawing activities. For example, the youngest children ask adults to read to them and then draw pictures of their favourite character.

Personal development, behaviour and welfare are good

Overall, children's well-being is supported effectively. Staff help children to make positive choices and learn about the importance of taking turns; for example, when sharing the sports equipment. Children are active and enjoy playing games. For example, they play table tennis and have bounce ball tournaments in groups. Children learn about the importance of healthy eating and staff ensure children follow hygienic daily routines. Children can have a healthy snack and use spaces to sit quietly if they so choose. The environment is safe and staff ensure they minimise potential hazards. Staff have clear procedures in place when children move to the centre from school. For example, they teach children about being safe on the road and talk about this regularly at children's weekly meetings.

Setting details

Unique reference number	116323
Local authority	Camden
Inspection number	1058729
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	55
Number of children on roll	6
Name of registered person	Hampstead Community Action Limited
Registered person unique reference number	RP519306
Date of previous inspection	1 October 2012
Telephone number	020 7794 8313

Hampstead Community Centre registered in 1992. The club provides out of school care. The premises are situated in the London Borough of Camden. The after-school club operates Monday to Friday, from 3.30pm until 6pm, during term time only. The club employs five members of staff, three of whom hold appropriate play work qualifications.

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.

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