

Brookfield Play Centre

Brookfield Primary School, Chester Road, London, N19 5DH



Inspection date 5 December 2016
Previous inspection date 24 April 2013

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 benefit from a wide variety of interesting activities that are designed to follow their interests. Staff support children to develop positive self-esteem, and to understand and respect the similarities and differences between themselves and others.
- Strong leadership and effective team working contribute to an efficient, well-organised provision. Staff ask children for their views about the provision and consider these when planning activities and making improvements.
- Children are happy and settled. Staff are good role models and support children to understand how to behave well.
- Staff work well with parents. Parents' views and suggestions are used to improve the provision of resources and activities offered to their children. They feel involved in their children's after-school activities.

It is not yet outstanding because:

- Not all staff recognise when to offer encouragement to individual children to have a go at activities.
- Sometimes staff are not consistent in taking opportunities to encourage children to independently complete simple self-care tasks.

What the setting needs to do to improve further

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

- support staff to more consistently grasp opportunities to help children who are less willing to join in activities
- extend the support for children to complete manageable self-care tasks themselves.

Inspection activities

- The inspector observed a variety of activities.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff, and discussed the self-evaluation process.
- The inspector talked to staff, parents and children to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare and know the procedures to follow. Staff have completed relevant training about how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Recruitment and induction procedures are effective, helping to check that staff are suitable to work with children. The manager is supportive of staff's professional development. For example, they have received training in play-work skills. This helps them to provide a wide range of indoor and outdoor sports and support the children's physical well-being. Accurate self-evaluation includes the views of parents and children. The manager uses this to make targeted improvements to the service that have a positive impact on the experiences of children.

Quality of teaching, learning and assessment is good

Staff are skilled at developing activities that reflect the current interests of children. For example, they devise a way to arrange equipment so children can practise their table tennis skills. Children are able to access resources independently so are able to make choices in their play. The staff have a good understanding of how children learn and successfully complement children's experiences at school. They also support children of different ages in playing together. Children are able to share their time, space and resources. For example, children pretend to open a cafe and staff are their enthusiastic 'customers'. Writing down the 'orders' helps older children practise skills they have learned at school while younger children observe how these skills can be used in play. This supports children to make good progress.

Personal development, behaviour and welfare are good

Overall, children's independence is supported by staff. During snack time children help to prepare and serve their food. They eat fresh fruit and choose toppings for their toast. Children's social and emotional well-being are supported by the staff who are warm and friendly. For example, they spend time asking children what they have done during the day and listen attentively to their answers. Children are confident and enjoy talking about their favourite activities. Staff's effective teamwork helps keep children safe and well supervised in the different areas of the school they use. The manager uses risk assessments effectively. For example, in winter children use a playground lit by floodlights so they can be easily seen and kept safe. Children say they enjoy the activities provided for them and they are happy to attend the after-school provision.

Setting details

Unique reference number	EY452865
Local authority	Camden
Inspection number	1062994
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 - 8
Total number of places	40
Number of children on roll	4
Name of registered person	People Potential Possibilities
Registered person unique reference number	RP902633
Date of previous inspection	24 April 2013
Telephone number	07875723752

Brookfield Play Centre registered in September 2012. The play centre is located within Brookfield School in the London Borough of Camden. The play centre is open each weekday from 3.30pm until 6pm, during term time only. There are five staff, three of whom hold relevant early years qualifications from level 2 to level 5.

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