

# Dormers Wells Play Centre



London Borough of Ealing, Dormerswell Play Centre, Longridge Lane,  
SOUTHALL, Middlesex UB1 3JH

<b>Inspection date</b>	11 June 2019
Previous inspection date	14 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Relationships between staff, parents and children are respectful. Children settle well and quickly make friends to play with. Their behaviour is good.
- Staff are sensitive to the needs of all children. For example, they introduce children to new experiences and encourage them to build friendships with others.
- Children engage well in a range of activities to help them learn about the different cultures around them. For example, they actively take part in different festivals and try food from different countries.
- Staff work effectively in partnerships with parents, the school staff and outside professionals to help ensure good continuity of care and experiences for all children.
- Children say that they love to come to the club, try new activities and make friends to play with.
- The manager consistently evaluates the provision to ensure staff provide good-quality care and support for all children.
- At times, staff miss the opportunity to encourage children to manage tasks themselves during routines to foster their independence.
- Children have few resources for technology to help them explore how things work.

## What the setting needs to do to improve further

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

- encourage children to manage tasks themselves so that they become more independent
- broaden the range of technology resources to help children find out how things work.

### Inspection activities

- The inspector observed activities in all parts of the provision, including the outdoors.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out one joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records and the provision's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Thorough recruitment processes help ensure that all staff are suitable for their roles. The manager and staff have attended safeguarding training and demonstrate a good knowledge of the child protection issues. They know what to do if they have any welfare concerns about children and their families. The manager supports staff well. For example, she checks staff's performance and offers them clear guidance to help them further develop the quality of their practice. Staff attend regular training and use such knowledge to support children's experiences. This is evident in the way they provide art and craft activities to help children develop their creativity and imagination in their play. The manager seeks the views of parents, children and others to continually improve their service.

### Quality of teaching, learning and assessment is good

Staff collate relevant information from parents and children to provide stimulating activities that enthuse children to learn. Staff hold discussions with children and encourage them to share their thoughts with others. Children display positive attitudes to learning and try new learning experiences. For example, they can mould, roll and cut play dough into different shapes. They use chalks safely and can draw imaginative pictures. Younger children keenly build their favourite models and are proud to show their work to staff, who praise them for their good cooperation and creativity. Older children can initiate play and use a variety of clothing materials to stitch a role play dress for their dolls. Children listen carefully to each other and have fun as they play.

### Personal development, behaviour and welfare are good

Staff are good models for the children. They remind children to play nicely with others, and support their social and emotional skills to good effect. Children learn to share toys, take turns and respect the feelings of others. Staff help children adopt healthy eating habits. For example, children can help themselves to fruit and drink water when needed. Children enjoy the outdoor activities. For example, younger children enjoy the climbing apparatus. Older children are able to use the swings safely. Staff conduct daily checks on the premises, including the outdoors, to keep children safe. Through walking from schools to the club, children practise to cross roads safely.

## Setting details

<b>Unique reference number</b>	EY390833
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10106712
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	London Borough of Ealing
<b>Registered person unique reference number</b>	RP519192
<b>Date of previous inspection</b>	14 October 2015
<b>Telephone number</b>	0208 5719756

Dormers Wells Play Centre registered in 2009. It is open each weekday from 3pm to 6pm and operates during school term time only. There are three staff, who hold qualifications at level 3 or 4.

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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