

# Hampstead Community Centre Playscheme

Fitzjohn's School, 86a Fitzjohn's Avenue, London NW3 6NP



<b>Inspection date</b>	16 August 2019
Previous inspection date	4 April 2016

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

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

- Staff are welcoming, enthusiastic and friendly. Children are excited about their time at the playscheme, and parents talk about how difficult it is to get them to leave at the end of the day.
- The manager is committed to the continual development of the playscheme. She involves children, parents and staff in the ongoing self-evaluation to identify what they can improve further.
- All activities provided are appropriate for the different ages of the children, and staff take account of children's interests and level of development.
- Children get involved in the local community. For example, they visit a local resources centre for older people each week throughout the holiday. They spend time having fun with the 'not so young' and play bingo, sing songs, do arts and craft and have tea and cake together.
- Staff supervise the children well. They set clear rules and boundaries to keep children safe, and children's behaviour is good.
- Staff build positive relationships with parents, who comment on the care and experiences that their children receive.
- Children show good levels of well-being. They tell visitors that they like coming to the playscheme. They enjoy mixing with lots of children from different schools and with differing skills, ages and abilities.
- Sometimes, staff complete tasks for children which they are able to do for themselves.
- Occasionally, staff miss opportunities to use the languages that children hear at home.

## What the setting needs to do to improve further

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

- build on opportunities for children to carry out daily tasks for themselves and increase their independence skills further
- continue to develop the support provided for children who speak English as an additional language by involving parents in providing information on the home language.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector spoke to parents on the day of inspection and took account of their views.
- The inspector observed children as they were engaged in a variety of activities, both indoors and out, and assessed the impact that this had on children.
- The inspector spoke to the manager, staff and children at appropriate times throughout the day.
- The inspector looked at a range of relevant documentation, such as children's records, policies and procedures and evidence of the suitability of staff to work with children.

#### Inspector

Keiley Pedro

## Inspection findings

### Effectiveness of leadership and management is good

The manager regularly seeks the opinion and ideas of children, parents and staff, and this information is used to plan an exciting learning programme. Children take part in daily visits to places such as the Princess Diana playground and the London Aquatics Centre and go kayaking and bowling. Parents provide positive feedback about the wonderful things that their children do at the playscheme, including the various arts and craft activities, dancing and sports. The manager makes good use of funding grants to supplement the costs of the visits for all children to have the opportunity to take part in them. Arrangements for safeguarding are effective. Staff are aware of the possible signs and symptoms of abuse and neglect and are confident with the action that they need to take if they had a concern about a child or young adult in the playscheme. The manager works with the children regularly. She gives staff lots of support through coaching and mentoring to improve their practice.

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

Children play freely in a well-resourced, child-directed environment which encourages independent play. Children's creations are beautifully displayed around the hall on washing lines and on tables while they dry. Children develop good social skills as they play and learn together. For example, they cheer with delight as their team wins a football match. Children experience hands-on, meaningful learning. For example, they made their own role-play shop using real wood, glue guns, paper and card. Children enjoy developing their creativity. They express how they particularly enjoy arts and craft activities. For example, they use markers and paint to create their own design on a ceramic tile, water colours to paint and fabric dyes to tie-dye t-shirts. Adults play alongside and support children in their play throughout the day. They develop the children's knowledge, skills and understanding through their play. For example, while playing tennis, a member of staff suggested how a child could improve his forehand shot.

### Personal development, behaviour and welfare are good

Children are confident and feel safe. They form positive relationships with staff, and they are comfortable with them. Children are encouraged to eat healthily and to be active throughout the day. For example, children swim weekly and play football, basketball and volley ball. Families are informed of, and follow, the healthy packed lunch policy, and children make healthy snacks, such as fruit kebabs and sushi. Behaviour is good, and the behaviour policy is clear and consistent. Children know what is expected of them, and systems are in place to support children to regulate their behaviour. Parents speak positively about the manager, who provides support for them with their children. Children say that they enjoy their time at the playscheme. They enjoy the range of interesting activities and visits. A parent commented that the manager gives her children experiences that they would never have had if it wasn't for the playscheme. This is typical of parents' views.

## Setting details

<b>Unique reference number</b>	EY262532
<b>Local authority</b>	Camden
<b>Inspection number</b>	10104488
<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 - 12
<b>Total number of places</b>	48
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Hampstead Community Action Limited
<b>Registered person unique reference number</b>	RP519306
<b>Date of previous inspection</b>	4 April 2016
<b>Telephone number</b>	0207 794 8313

Hampstead Community Centre Playscheme registered in 2003 and is operated by a limited company. The playscheme operates from Fitzjohn's School during the summer holidays. It is open between 9am and 6pm, Monday to Friday. The playscheme employs 10 permanent members of staff, four of whom hold suitable qualifications at level 2 or level 3.

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