

Inspection of Palace For All

The Markfield Project, Markfield Road, London N15 4RB

Inspection date:

12 August 2024

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Met

What is it like to attend this early years setting?

This provision does not meet requirements

The manager does not ensure that effective procedures are in place to consistently promote the welfare of children and staff. This is because staff are not recording physical interventions they use when they are preventing children from either harming themselves or others. This is a breach of requirements. In addition, managers have not fully considered the risks associated with lone working. In particular, when staff are supporting children's personal care. This means that safeguarding practice within these two aspects is not currently robust. The manager demonstrates a positive attitude to taking swift action to implement new procedures.

Children arrive safely to the setting as their key person either travels with them on the minibus or greets them on their arrival. Staff warmly welcome children. They hold their hands and chat with them about the day ahead. The majority of children are happy to arrive and quickly settle into activities of their choice. The manager ensures that all staff are briefed on their key child's individual needs. This includes any strategies that are needed to support children to feel settled and secure. All children receive high levels of support from their designated key person. The impact is that children are confident. They move freely between the indoor and outdoor environments as they take the lead in their play. Staff are on hand to safely supervise children when they want to play in the paddling pool or climb wooden structures. Staff effectively facilitate children's interests.

What does the early years setting do well and what does it need to do better?

- The manager employs an experienced staff team, who are familiar with caring for children with special educational needs and/or disabilities. All staff demonstrate a secure knowledge and understanding of their safeguarding roles and responsibilities. However, some safeguarding aspects have been overlooked. This means that staff are left vulnerable in the event of allegations being raised. In addition, current practice in managing children's personal care does not promote a secure safeguarding culture.
- The manager has good oversight of the setting. She has developed clear communication systems with parents. This includes staff sharing verbal feedback when children are dropped home each day. In addition, the manager texts and calls parents during the day if information needs to be shared. This is crucial as parents do not come into the setting.
- Staff plan learning experiences effectively, which support children's interests in sensory play. Children are excited to make shapes with play dough as they receive praise for their achievements. Some children are excited to make their dough turn yellow by adding food colouring, while others just want to observe

how they can make flour sprinkle everywhere when they clap flour in their hands. Staff sit and engage positively in these fun learning experiences.

- Staff are kind and caring towards children. They are confident in observing both verbal and non-verbal communications so that they can meet children's needs. For example, children are delighted to be pushed on the tyre swing. They are able to demonstrate when they have had enough or when they want to continue. Staff reinforce positive behaviours, such as good sharing, when children are happy to share the swing with a peer. Children react positively as they repeat 'good sharing'.
- Staff safely facilitate children's engagement in high-risk activities. This is because staff are on hand to supervise children who love to climb up high and use zip wires to swing across the garden. Children express themselves with delight as they clearly enjoy the thrill of moving fast. Staff are vigilant in their supervision while also giving children the freedom to follow their interests.
- Children are familiar with routines of the day. Most children are happy to go to the dining room for lunch. Their key person sits with them to provide support and encouragement to eat independently. Children generally eat very well. Children who want to stay in the garden have their wishes met as their key person sits with them under a tree. Lunchtime is a relaxed experience. There is no rush to finish as children are encouraged to take their time.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure records are maintained for any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable	28/08/2024
ensure that all reasonable steps are taken to ensure staff and children are not exposed to risks, this specifically refers to procedures in place to support children's personal care.	28/08/2024

Setting details

Unique reference number	EY493530
Local authority	Haringey
Inspection number	10308509
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 17
Total number of places	41
Number of children on roll	35
Name of registered person	P.A.L.A.C.E. For All Limited
Registered person unique reference number	RP529940
Telephone number	02075611689
Date of previous inspection	5 March 2018

Information about this early years setting

Palace for All registered in 2015. The playscheme operates from The Markfield Community Project in the London Borough of Haringey. They operate during school holidays, this includes four weeks over the summer, Easter and during half terms. The setting operates from 10.30am to 3.30pm. The setting provides care primarily for children with special educational needs and/or disabilities (SEND). Children are transported from their homes to the setting in minibuses and are driven home again at the end of the day. There are 21 members of staff, including the manager and sessional staff working with children. The manager holds a degree in secondary school education. The majority of staff have training or experience in caring for children with SEND.

Information about this inspection

Inspector

Siobhan O'Callaghan

Inspection activities

- This was the first inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting,
- The manager took the inspector on a tour of the premises. They shared their aims and rationale for providing children with a range of fun play experiences which are led by the children's interests.
- The inspector spoke with the manager about the leadership and management of the setting. This included how they meet the individual complex needs of the children who attend.
- The inspector observed the quality of learning experiences being provided to children, both indoors and outside. They assessed the impact this was having on children's welfare and enjoyment.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

We carried out this inspection 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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