

# Lisson Green Play Centre

Inspection report for early years provision

---

**Unique reference number**

EY392419

**Inspection date**

04/02/2010

**Inspector**

Arda Halls

**Setting address**

Lisson Green Play Project, 12 Bledlow Close, LONDON,  
NW8 8RT

**Telephone number**

02076421102

**Email**

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Lisson Green Play Project was registered in 2009. It is managed by Westminster Society for people with learning disabilities on behalf of Westminster City Council. The Play Project operates from the ground and first floor of a purpose built building in Lisson Green in the City of Westminster. The Play Project provides service for children within and outside of Westminster offering occasional Crèche sessions operating from 9:00am until 3:00pm term time only and year round play activities at an after school club between 3.30pm and 6.00pm each weekday during term time, Saturdays term time runs from 10:00am to 4:00pm and holiday schemes run from 8:30am to 6:00pm. The crèche is registered for 21 children aged under one to five years for two to five hour sessions. A maximum of 42 children from five years to under eight years may attend at any one time, and 40 children over eight years from eight years up to 16 years may also attend. Children attend for a variety of sessions. The numbers of children on roll varies from day to day. There are 40 staff members who work different sessions with the children, 50% of whom hold relevant qualifications in childcare and sports activities.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's enjoyment and progress is effectively supported as they enjoy playing both indoors and out in a spacious environment where they receive consistent attention from a well organised staff group. On the whole children are safe and their good health is sufficiently encouraged. Staff's knowledge of the Early Years Foundation Stage in out of school provision is developing positively and systems for planning, observation and assessment are in the early stages. Partnerships with other settings that the children attend such as local schools have been successfully formed. Staff know the children well and this enhances the aim of inclusion. A good range of activities and opportunities to support children's progress is evident. The manager and staff are clearly eager to pursue improvements and are beginning to evaluate work to secure this aim.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop knowledge of the Early Years Foundation Stage guidance to record children's starting points, plan, monitor and assess their progress
- ensure that temporary staff are given sufficient information and induction to be knowledgeable about safeguarding children
- ensure children are kept safe within safe perimeters especially at beginning and end of sessions when gates to street are not locked

## **The effectiveness of leadership and management of the early years provision**

Children's safety at the setting is given priority and staff undertake regular risk assessments on the environment, supervising the children closely. However, one gate is not closed leading from the outside play area which means the perimeter of the space used by children is not always secure. Adults who have access to children are suitably checked and there are a number of staff who hold appropriate first aid certificates. The manager ensures that staff take regular training courses. Most staff have a good awareness of safeguarding procedures, however, temporary staff do not demonstrate a secure understanding of safeguarding procedures if a disclosure was made.

The out of school provision benefits from the use of a large hall and separate rooms for art activities, homework and sensory activities. A well resourced kitchen and newly fitted toilets as well as a rest room are also available. A good range of resources and equipment conforming to safety standards is carefully checked for suitability. Some resources to provide positive images of diversity and to develop children's knowledge and respect for individual differences are easily accessible. Staff are effectively deployed to ensure children are well supervised at all times. Staff plan activities at regular staff meetings based on children's interests which ensures a range of interesting and valuable activities are available.

Extensive links with the local community and other agencies have been established which helps staff have a clear insight with regards to children's learning, support and welfare. Informal self-evaluation processes take place which results in areas for improvement being successfully identified. This system is yet to be formalised by making use of the self-evaluation system. The procedure to follow in the event of a complaint is clearly displayed and discussed to ensure parents are well informed of how to contact the regulator. Staff are actively committed to improving the quality of service to children and families with an open acknowledgement and willingness to address identified weaknesses.

The setting actively engages with parents and other registered providers who are well informed about the children's welfare and progress. Staff are friendly and approachable and children clearly enjoy positive interactions with them. The manager is committed to establishing effective partnerships with parents to promote children's welfare, learning and development. Key workers are in place and parents are welcome to settle their children for whatever period their child requires. Parents and staff freely talk about their children's experiences and achievements on a daily basis and parents are encouraged to give staff regular updates on how their children are progressing. Children's profiles are updated and readily available for parents to view at any time.

## **The quality and standards of the early years provision and outcomes for children**

Children have ample opportunities to engage in self-initiated and free play. Parents successfully contribute to their children's welfare and progress as the exchange of information is through friendly and informal discussions. Play workers have varying experience and expertise in the Early Years Foundation Stage. Staff's knowledge and expertise is shared within the staff group, however, not all staff have not fully developed their knowledge of the Early Years Foundation Stage guidance to plan and assess children's progress to inform future planning and help move them onto the next stage in their learning. Staff are committed to developing their skills to ensure they are fully meeting the Early Years Foundation Stage requirements.

Children play safely and know how to keep themselves safe, for example when vacating the building during fire drills. Children have plenty of opportunities to exercise and learn about being healthy as they access a large playground with suitable areas to play for all age groups. Children enjoy climbing, balancing, swinging and sliding on the fixed outdoor play equipment. They enjoy an active sports programme with a broad range of games in which to take part. Children of all abilities join in and children who are more able bodied take pride in helping children who are less able. Children display great kindness and patience as they help children who need help in daily routines such as eating their food. On most occasions children enjoy a healthy snack and a drink of water. Most children have an awareness of the importance of hand washing before eating and of disposing of tissues hygienically to minimise the spread of infection.

Children develop their creativity through an interesting variety of arts and crafts activities such as making flags of the world. They are enthusiastic about talking about their own flags and are quick to ask one another about their cultural identities. Computer programmes support this activity as children have continuous choices of pictures they can make in which they add flags of their countries to their pictures. Children are regulated as they explore the intranet to ensure their safety at all times. They learn good skills for the future and learn to share and help one another as they play. Older children learn to help younger children as they learn the importance of being patient with one another. Staff are very skilled at managing children's behaviour when some equipment is more desirable than others. They praise the children for their sharing and their good work which means children develop extensively in self-reliance and self-confidence. Children receive consistent messages about what is acceptable and what is not. They talk with one another freely and it is clear that they enjoy their time in the play centre.

A well organised home corner provides varying opportunities for role play. Children learn many skills in this area such as communication, language and literacy. They have access to programmable toys and on occasions have access to cameras which allows them to put their newly acquired photographic skills into action. During holiday play schemes when there are longer play times children may access more computer generated games.

Staff present themselves as good role models for the children. They listen and they

encourage children to speak appropriately to one another. Children are learning that making polite requests gives a positive result. Children, on the whole work collaboratively with other children of all ages. Older children support younger children very well which results in an inclusive play scheme for all children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---------------------------------------------------------------------------------------------------	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--------------------------------------------------------------------------------------------------	-----