

Sands End Adventure Project

Inspection report for early years provision

Unique reference number	143798
Inspection date	29/06/2010
Inspector	Martha Naa Ahimah Darkwah
Setting address	Marinefield Road, Fulham, SW6 2LL
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Type of setting	Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Sands End Adventure Project was registered in 1996. It operates from single storey purpose built premises at the end of a cul-de-sac in a residential area of Fulham. The local authority is Hammersmith and Fulham. Sands End Associated Projects in Action is a registered charity.

There is a playroom and an art room for children's activities and there are toilet facilities for boys and girls. A grassy area and two fenced ball courts are available for ball games and other outdoor activities. The centre serves the local community and caters for children from five to 16 years of age.

This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children aged five to eight years may attend at any one time. There are 349 children on roll at present.

During school holidays, the project is open between the hours of 10:30 to 5:00 on weekdays. During term time, the setting is open from 3:00 to 7:00 Mondays and Fridays. On Tuesdays, Wednesdays and Thursdays the setting is open from 3.00 to 7:30. On Saturdays, the opening hours are noon to 5:00.

The setting supports children with special educational needs and /or disabilities and also supports children who speak English as an additional language.

The setting employs three staff members who are appropriately qualified in childcare. The setting receives support from the local authority childcare and development partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does recognise each child as an individual, but they are not yet fully secure in the delivery of the learning and development requirements. The recording systems for the hours of children's attendance is not robust and staff do not have a valid first aid training, which compromises children's safety. A number of welfare requirements are not being met. There are no risk assessments for outings which compromises children's safety. These factors show a lack of awareness of their weaknesses and the setting's limited capability to maintain continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- undertake sensitive observational assessments in order to plan to meet young children's individual needs and share this with parents (Organisation) 17/09/2010
- ensure that at least one person with a current paediatric first aid certificate is on the premises and on outings at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 17/09/2010
- carry out a full risk assessment for each outing, including journeys made by staff to bring children to the setting and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 17/09/2010
- ensure that children do not leave the premises unsupervised (Safeguarding and promoting children's welfare) 17/09/2010
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation). 17/09/2010

To improve the early years provision the registered person should:

- develop the self-evaluation processes as the basis for ongoing review by ensuring that all requirements of the Early Years Foundation Stage are included in the review.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting are not effective. Children are not being fully safeguarded. A safeguarding policy, which includes the required details, is in place. The procedures regarding the suitability of individuals working in the setting are robust which helps to protect children. The manager and staff are aware of what steps to take if they have concerns about a child in their care. There is no record of the hours of attendance of children and staff. There are no risk assessments in place to ensure children's safety during specific outings. Additionally, children are unable to leave the premises unsupervised with no agreement with the parents that they may leave the provision unaccompanied. These compromise children's safety.

None of the staff members have current first aid qualifications. The staff team are informed of these procedures at induction and through discussions. Most of the remaining required documentation is in place and kept up-to-date. However, not all information is made readily available for inspection. These include for example, the public liability insurance and the certificate of registration. The provider has not

displayed the certificate of registration. This is an offence unless the provider gives reasonable excuse. On this occasion, the provider did so and Ofsted does not intend to take further action.

Staff members carry out a visual daily safety check each day and keep regular evidence that they have conducted a detailed risk assessment covering everything that children may come into contact with to ensure that hazards to children are kept to a minimum. The provider ensures that there are adequate numbers of qualified staff available. They undergo robust vetting procedures to safeguard children. Children participate in fire drills so know what to do in an emergency situation.

The provider does not have a system in place to self-evaluate the setting; as a result, they have not demonstrated that they have effectively identified and addressed all weaknesses to ensure that the provision meets regulations in order to support the safety of the children. The manager is not aware of the number of requirements not being met and is therefore unable to move the setting forward and to make permanent and secure continuous improvements. The setting has satisfactorily addressed all the recommendations set at the last inspection.

Inclusion is soundly supported at the setting. Staff members are aware that some children may have special educational needs and the steps to take to discuss these with parents. Sufficient relevant information is gathered about children's individual needs and backgrounds. There are systems in place to provide children with activities and experiences that support their knowledge and understanding of their own and others backgrounds and lifestyles. Children, parents and carers are greeted by a friendly staff team.

Links with other settings who look after the children are emerging but not fully embedded. The setting is beginning to make links with the school adjacent to the setting and works with relevant professionals involved in the children's individual care. Relevant information regarding the children's individual needs is gathered from parents and respected within the setting. There is little information for parents about the Early Years Foundation Stage or about children's achievements and activities at the setting. Parents spoken to at the time of inspection are satisfied with the standard of care provided.

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

There is no information available about how the setting delivers the Early Years Foundation Stage. Information about the daily activity is recorded without sufficient detail in the provision's programme. Staff team are not working to the learning and development requirements of the Early Years Foundation Stage. For instance, there is no evidence that staff collect information on children's starting points to effectively support children's individual learning or to promote and record children's achievements within the early learning goals. There is no evidence that observations are made. Overall, activities provided for children give them choice,

variety, imagination and creativity. For example, lets dance, football, collage, cooking activities, pool and table tennis. Children have opportunities to go on outings from time to time. These include visits to the cinema, a bowling alley, theme parks and swimming.

Children are very settled and at ease in the setting. They are able to participate in free-play activities together with some which are adult led. For example, children play happily in an environment that is welcoming and the space is suitably organised with resources set out to enable them to select from a basic range of activities and toys. All children are treated with respect as the staff members greet them by name. They have equal opportunities to access suitable play materials with ease.

Children behave well in the setting as they are aware of what is expected of them, they help to tidy up and receive praise and encouragement which helps to develop their confidence. Children have access to the settings outdoor play areas; this consists of large scale climbing frames. Additional activities available include art and craft materials, books, puzzles, colouring in activities.

Children's health is protected as they are able to play in a clean environment. Children are able to develop an understanding of healthy lifestyles as they receive healthy snacks at snack time and understand why it is important to wash their hands before eating. Children engage in cooking activities which is enhanced by staff members creating a fun base by teaching children skills for the future. For example, children learning skills of cutting fruits; pouring; spooning batter into the paper cases. Staff members demonstrate the skill of cutting with safety as they hold down fruits and learn to cut away from fingers. Staff engage children in discussion about where the various fruits come from and safety in handling of plastic knives whilst cutting mango and pears. Children develop their physical skills as they climb large apparatus and manoeuvre balls in the outside area. As well as learning to kick the ball skilfully, they stretch and run, negotiate space, problem solve and develop their listening skills.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises, their hours of attendance (Records to be kept). 17/09/2010
- take action as specified in the early years section of the report (Welfare of the Children Being Looked After) 17/09/2010
- ensure that a child is unable to leave the premises unsupervised except where the registered person has agreed with the parent of the child that they may leave the provision unaccompanied. (Suitability and safety of premises and equipment) 17/09/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises, their hours of attendance (Records to be kept). 17/09/2010
- take action as specified in the early years section of the report (Welfare of the Children Being Looked After) 17/09/2010
- ensure that a child is unable to leave the premises unsupervised except where the registered person has agreed with the parent of the child that they may leave the provision unaccompanied. (Suitability and safety of premises and equipment) 17/09/2010