

Westminster Holiday Playscheme- Caxton House

Inspection report for early years provision

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Inspector	Martha Naa Ahimah Darkwah
Setting address	Department of Work & Pensions, Caxton House, Tothill Street, LONDON, SW1H 9DA
Telephone number	0207 3840322
Email	whp@tinies.com
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Tinies Westminster Holiday play scheme is one of several run by Tinies UK Ltd. It was registered in 2009 and operates from one ground floor conference room in Department of Work & Pensions, within the London borough of Westminster. Tinies UK Ltd has taken over the running of play-schemes providing a service to the Civil Servants.

A maximum of 31 children aged from 4 years to under 8 years may attend the play scheme at any one time. The play scheme is offered to children up to 11 years. The setting opens five days a week during the half term, Easter and summer holidays. Operation hours are between 8.30am and 5.30pm. There is no outdoor play area. Children use the local St. James Park.

There are currently 18 children aged from 4 to 11 years on roll. The setting is on the Early Years Register and the compulsory part of the Childcare Register. The play scheme support children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting employs a team of 4 staff, all of whom hold appropriate qualifications and have experience in working in out of school care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day at the play scheme, keeping them busy and occupied as they play and learn. Inclusive practice is effectively promoted throughout the setting, ensuring the uniqueness of all children are valued and are able to fully participate in all activities offered. Good partnerships have been established with parents and other professionals to ensure children are further supported. The ongoing self-evaluation enables the manager and provider to continue to make improvements to promote a high standard of care for all the children attending.

What steps need to be taken to improve provision further?

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

- further improve the sharing of information on children's dietary needs and the organisation of picnic lunches to meet the hygiene needs of all the children.

The effectiveness of leadership and management of the early years provision

The setting has a strong commitment to keeping children safe. There are, for example, clear procedures in place to ensure that staff working directly with children are suitably qualified and fully vetted. The staff team undertake safeguarding training on a regular basis and show a good understanding of child protection. Systems for recording visitors to the group are good. The staff team are very aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children.

Risk assessments are conducted and reviewed regularly and this ensures children's safety is consistently maintained whilst indoors and on outings. All documentation is in place as required, further ensuring the safety and welfare of the children.

The manager and staff have started to observe and assess children's progress. Each child attending the play scheme is allocated a buddy leader who works in conjunction with larger team help to ensure children are settled and happy. They work closely with individual children, developing good relationships as they get to know one another well. The well organised staff group offers good support to all the children, enabling them to develop and learn as they enjoy their time at the play scheme.

The staff group have established effective partnerships with parents. Parents speak highly of the setting and praise staff. They comment very positively on the 'stimulating atmosphere with lots to do' and 'approachable and caring manager and staff group'. Parents are kept well informed about what children do at the setting through information on the notice board, verbal exchange of information and on the website. All relevant information is exchanged at the end of the day to ensure consistent and appropriate care is provided. Detailed information obtained at the start of the scheme about the uniqueness of each child is used effectively to support staff's knowledge of children's starting points and developing age appropriate lesson plans.

The on site staff team are well supported by an area manager who visits the sites on a regular basis. In addition, the staff group work closely with other settings in the chain and the local authority to share good practice. The provider is committed to ensuring her staff are suitably trained and can access training throughout the year, meaning staff are enthused in their work with the children.

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

The staff team have good knowledge and understanding of the Early Years Foundation Stage. They engage children in a range of purposeful activities, which are planned to support children's individual needs. There are clear procedures in place for staff to observe children's stages of development, and support the lesson plans. There are good levels of child-initiated and adult-lead activities. Children

independently make choices about the activities they wish to take part in. They have developed good friendship groups and are able to show sincere concern for others. They learn about keeping themselves safe through clear guidelines from the staffing team. For example, children are reminded to wear sunhats and sun protection and how to carefully walk in pairs as they go to the local St. James Park. Children are consistently reminded how to keep themselves safe both in the setting and when out in the community.

The learning environment is well organised, warm and welcoming. Potential learning cards on areas of learning are positively displayed round the room. Children enjoy face painting, making jungle jellies and juice. They enjoy themed activities and explore with materials such as paper, paints and glue. They talk about life in a jungle through creative activities and have enjoyed making animal masks, for a wall display. Children take part enthusiastically in activities that help them develop a positive view of their local community and the wider world. For example, during a visit to the local Horniman Museum, they had opportunities to explore legendary monsters and engage in family art fun sessions.

Children know what is expected of them as the staff team have a consistent approach to behaviour management. Children clearly enjoy their time at the setting; they are secure, confident and happy. Children are gaining confidence in speaking in small groups, when contributing during circle time.

Staff extend children's learning opportunities when they play outdoors, ensuring a good range of activities are readily available in this area. For example, the staff team are creative in developing interesting parachute games with children as they enjoy physical play outdoors in the local St James Park. They are developing large physical skills as they run, jump and play with balls in a large open space. They learn a sense of space and have great fun as they work as a team to keep the parachute in the air and the ball and run underneath enjoying the feeling of enclosure whilst squealing with laughter. Interesting activities such as 'stuck in the mud', 'duck duck goose' and 'Grandma's footsteps' help children to be attentive and aware whilst enjoying active outdoor games. Additionally, indoor activities enable children to have good opportunities to develop fine motor skills as they use equipment such as rolling pins, cutters, pencils and scissors confidently.

The staff team are aware of their responsibilities under food hygiene legislation and are up to date with relevant training and procedures. Children are developing an understanding of healthy lifestyles; they are able to explain why and when it is important to wash their hands before snack time. They talk about healthy foods as they eat their snacks. Parents provide packed lunches for their children which are stored safely. Children enjoyed a warm and social picnic lunch at the local park. Staff members sit with the children as they enjoy their food. However, aspects of good hygiene was slightly compromised as staff forgot to hand out the hygiene wipes to the children before they started eating their picnic lunch, only doing so after prompting. Additionally, the system for sharing of children's dietary needs among the staff team needs to be further improved.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

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

Met