

White City Project

Inspection report for early years provision

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EY402657

Inspection date

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Inspector

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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.

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Description of the setting

The Randolph Beresford Play Project is run by the head teacher of Randolph Beresford Early Years Centre. They opened in 2010 but there has been an established out of school project operating here since 2000. The setting operates from four play rooms in a purpose built building in the London borough of Hammersmith and Fulham. The project is easily accessible. The project is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under 8 years of age may attend the project at any one time. There are currently 13 children in the early years age range on roll. The scheme is open for 38 weeks of the year from 3.15pm until 6.15pm; they also operate for 12 weeks during school holidays when the provision is open from 8am until 6pm. All children share access to a secure enclosed outdoor play area.

Children come from the local and wider community. The project supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The project employs seven staff. All of the staff, including the manager, hold appropriate early years qualifications. The project receives support from the local authority. Children from the age of 8 to 12 years of age also attend the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes an inclusive environment where children's individual backgrounds are respected and valued. Staff at the setting have a good understanding of children's individual needs and interests and consequently, their welfare and learning needs are well met although, some documentation needs amending. Staff are committed to continuous improvement and, with the support of the new leadership team, are beginning to use effective systems for evaluating the service. Partnerships with parents is well promoted and they are suitably informed about their children's well being and progress at the setting. Well established partnerships with other agencies involved with individual children at the setting help to promote good communication.

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, provide suitable activities and resources to promote their development, and fully develop partnership working

- review the complaints procedure to ensure it is specific to the setting, including details of the regulator.

The effectiveness of leadership and management of the early years provision

Procedures for child protection and safeguarding the interests of children are in place and there are positive moves being established in order to secure a two way flow of information with the Local Authority social services department. The manager ensures all staff attend training, are aware of safeguarding procedures and are committed to sharing information where relevant. This helps staff to ensure the welfare and learning and development requirements are met. Children's safety at the setting is given priority, adults who have access to the children are suitably checked and hold appropriate qualifications and first aid certificates. Staff undertake regular risk assessments on the indoor and outdoor environment, supervising the children closely.

There is a strong commitment from senior leaders and staff to provide for children as individuals, through the 'caring and rich learning environment' which is valued by children and parents. Children are enthusiastic in their praise of their after school club and describe it as 'really good' and 'lots of fun'. Links with external agencies are developing under the support of the senior leadership team. This ensures that the needs of children with specific learning difficulties or disabilities are well met.

The setting demonstrates a clear commitment to ongoing improvements and managers are developing their self-evaluation methods in order to bring consistency to this area. The head teacher, manager and team have identified several areas for improvement, to further promote systems for children overall and particularly to meet all areas of the Early Years Foundation Stage. Links with the local community and other agencies have been firmly established, this gives staff good insight with regard to children's learning, support and welfare. Clearly drafted policies and procedures suitably underpin practice and are openly shared with children's parents. However, although there is a complaints procedure to follow this is not specific to the play project and does not provide parents with details to contact Ofsted.

Parents state that staff develop positive relationships with them and that important information relating to the children's needs is sought prior to the children starting and throughout their attendance. This contributes to ensuring children's individual needs are met and inclusion is promoted to a good level. Staff generally plan well and use information based on informal observational work to support a range of interesting and valuable activities. However, written assessments are not in place, although systems to achieve this are being looked at.

The head teacher, senior staff and all staff work well together to translate their commitment to developing the service. Close attention is paid to providing additional support for those who need it, for whatever reason. Important information is shared to ensure that children who have learning difficulties and/or

disabilities are able to enjoy their time at the setting with good communication systems established. Learning support and one to one assistants are used effectively to support children and their enjoyment at the setting.

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

Good use is made of the environment to bring play and learning to life. Children enjoy a range of activities from table top games, pool and jewelry making. The outdoor play area is used in all weathers as a valuable learning resource. Children arrive enthusiastically and settle quickly because of the variety of resources prepared and planned by staff. Parents are particularly pleased with the very positive relationships established between staff, children and parents. This helps children to develop in confidence as they learn new routines. They quickly become able to make independent choices as they learn to get on well with each other whilst playing.

The children have key persons assigned who work closely with them and their parents. As a result, the quality of provision is good and carefully planned to meet their individual needs. This means that staff are aware of children's needs and are closely observing their play alongside the older children. Informal observations go some way to supporting this aim, but are at a developmental stage. Similarly, a link between observations and planning is not fully operational at present. The manager demonstrates a clear commitment to ongoing improvements and is developing the systems for observation and evaluation in order to bring consistency to this area. Resources have improved considerably since the last inspection, in particular to meet the needs of the younger children, with, for example, a fully stocked arts cupboard and plans for a new home corner. Children are asked to comment on their activities and make suggestions to staff as to how these might be improved. Activities are well planned to engage children in learning, to meet their needs and to appeal to their interests and experience. Questioning is effectively used to develop children's thinking and discussions are well used to support learning and independence.

Children really enjoy this play project! They are very enthusiastic about their learning and all the opportunities provided for them. They mostly treat each other with respect; and are polite and courteous especially to the adults present. Relationships formed with each other are positive and children's' behaviour is mostly good. As a result the setting is well attended and the recent community party has been very successful in re-establishing some very good community links.

Children develop a clear understanding of the need to keep safe and healthy. They are provided with a nutritious cooked meal each session that they thoroughly enjoy. The care, guidance and support for children is good and, as a result, their personal development and well-being are strengths of the setting. The new management team have recognised the project's good work to date and are supporting them well to improve overall standards.

Children play in well organised premises and effective measures are in place to promote their health. Clear procedures understood by staff and shared with parents include those for dealing with accidents and for administering medication. An emphasis on playing safely and careful supervision help children to understand the importance of behaving sensibly and showing regard for each other.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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

Met