

# Sussex Street Play Project

Inspection report for early years provision

---

<b>Unique reference number</b>	EY410880
<b>Inspection date</b>	20/04/2011
<b>Inspector</b>	Helen Steven
<b>Setting address</b>	3-13 Sussex Street, LONDON, SW1V 4RZ
<b>Telephone number</b>	02076415415
<b>Email</b>	
<b>Type of setting</b>	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 assesses 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.

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 2011

## 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

Sussex Street Play Project is one of a number of play projects run by Westminster Play Centre Service. It was registered on the Early Years Register in 2010. The play project is in Pimlico in the City of Westminster. The project operates from a purpose built play hut with access to an adjacent outdoor area. The play project is accessible with a descending stepped slope leading to the outdoor play area.

The project is open on school holidays from 8.30am to 6pm, and after school from 3:30pm to 6pm for 51 weeks of the year. There are currently 56 children on roll of whom six are in the early years age range. They are registered to care for a maximum of 16 children up to the age of eight. The provision also caters for older children up to the age of 12. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The play project currently has children with special educational needs and also children who speak English as an additional language on roll. The project employs five core staff, including a manager, during term time and additional staff in holiday times. Most staff hold NVQ level two or three qualifications in playwork. One staff member is working towards an early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

This is the first inspection since registering on the Early Years Register, however the setting is not currently meeting all specific legal requirements. Children are not adequately safeguarded and some legally required documentation is not in place. There is no self-evaluation system in place to monitor all aspects of the setting in order to identify weaknesses and promote continuous improvement of the provision and outcomes for children. Staffing is not sufficient; no keyperson system is in place to ensure children's individual needs are known. Children engage in a basic range of activities but planning is not fully effective. Staff have developed secure links with the local schools children attend.

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:

- ensure that there a named deputy who is able to take charge in the absence of the manager and this person 22/07/2011

- is clear of their roles and responsibilities (Suitable people)
- ensure that the daily record of the names of the children looked after on the premises, includes their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 20/05/2011
  - improve security of the premises to prevent intruders entering the premises and children leaving alone (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 20/06/2011
  - ensure that required records are in place for each and every child which includes their full name, date of birth, the name and address of every parent and carer who is known to the provider, which of these parents or carers the child normally lives with and emergency contact details of the parents and carers. (Documentation) (also applies to both parts of the Childcare Register) 20/06/2011
  - assign a key person to each child in the early years age range (Organisation) 20/06/2011
  - request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 20/06/2011
  - obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting welfare) (also applies to both parts of the Childcare Register) 20/06/2011
  - carry out thorough risk assessments of the premises and equipment; keep a record of these, clearly stating when they are carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 20/06/2011
  - ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 20/06/2011
  - ensure that all supervisors hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)) and ensure that there are suitably qualified staff available for children in the early years age range (Suitable people) 22/07/2011

To improve the early years provision the registered person should:

- develop children's understanding of healthy lifestyles by encouraging them to handwash prior to handling food and support them in making healthy food choices
- strengthen planning to meet each child's needs, building on their interests and skills
- develop procedures to promote reflective practice for self-evaluation and

identify priorities for development to improve outcomes for children .

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

The setting is currently not meeting a number of specific legal requirements. Arrangements for safeguarding are not robust. The provider has not taken adequate steps to prevent intruders entering the premises or to ensure that children can not leave the premises unsupervised. There is no evidence that a risk assessment for the premises has been carried out in order to ensure that hazards to children are kept to a minimum. Staff have a suitable understanding of signs and symptoms of child abuse and demonstrate sufficient awareness of what appropriate action to take if there are concerns in order to protect children in their care.

Although the person in charge reports that a suitable recruitment procedure is in place, this is not fully verified because there was not adequate information available at inspection to demonstrate that this is robust. A named deputy, who is able to take charge in the absence of the manager, has not been appointed as required. As the manager was not present, there was confusion as to who the person in charge is at the time of inspection. In addition, the person later identified as in charge does not hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)). None of the staff at inspection hold a qualification relevant to children in the Early Years Age range. Some required documentation is not readily available for inspection, for example, children's individual details in order to support their welfare. There is no evidence that a system for prior written parental permission is in place for children requiring long term medication. In addition emergency medical consent is not in place for each child. The daily attendance register does not always include children's time of arrival as required.

There is a comprehensive range of Westminster Play Centre Service policies and procedures in place. Staff report that the setting is in the process of transition as some playcentres have amalgamated. However, staff have not yet met together as a team and as a result they are not clear on all procedures and are not all consistent in their approach, for example, with behaviour management. There is no keyperson system in place to ensure that children's individual needs are fully supported. There are no planned activities or organised events to encourage all children to develop a sense of belonging. Staff are not aware of any process of self evaluation in place and report that they have not been included in identifying their settings strengths and weaknesses. This has resulted in the provider failing to recognise that they are not meeting a number of regulations. Parents receive verbal feedback each day and information for them is displayed on the playhut door. However, staff report that the communication each day regarding who requires collecting from school is not fully effective, which impacts of children's welfare and safety. Staff report that they have strong links with the local schools and share information with teachers and forward messages to parents.

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

Many children are new to the setting; they previously attended other Westminster Play Centre Service provisions. They are in the process of settling into this centre, but staff recognise that they have not planned activities to 'team build' in order to help children strengthen friendships. There are numerous incidents of older children behaving unwontedly, for example, pushing each other, or being unkind to others. Children are reliant on staff members to sort out these disputes rather than being supported to resolve these themselves. Activities are not currently planned. Children have access to a basic range of activities, such as arts and crafts, small world, snooker, climbing on the large fixed equipment and trampolining. They enjoy the sensation of running their fingers through shaving foam that is sprayed on a small table. Children are encouraged to write their names in the foam. However, there are no restrictions on how many children play at the table and children begin to use the foam inappropriately. Nor, is there any risk assessment to show whether this is a safe activity. Children enjoy clearing up the shaving foam, sloshing around the water as they clean the table and the chairs. Children sit at the art and crafts table to make flowers. However, this is very adult directed and they sit and wait whilst the adult cuts out the shapes of the flowers and directs them on where to put the glue etc. This restricts children's ability to express their own ideas and does not enable them to practice their fine motor skills. A large section of the outdoor area is used for football, primarily used by boys. Children are able to access board games, and a staff member is available to support their play and encourage them to take responsibility by putting toys away.

Children have opportunities to learn how to keep themselves safe, for example, by undertaking regular fire drills. However, the lack of security at the setting impacts on the children's safety. In addition, they are able to walk, run and climb whilst eating and there is no monitoring to ensure that children do not share foods that may impact on their wellbeing. Children are not supported sufficiently in developing healthy lifestyles. They are not reminded to handwash prior to eating their snack and children eat their food wherever they wish, such as on the climbing equipment or sitting at the arts and crafts table. The provider does not offer snacks, but requests that children bring their own, some of which are not healthy options. Water is available throughout the session, and children help themselves to quench their thirst.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
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	4

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

The quality of the provision in the Early Years Foundation Stage	4
--	---

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

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

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:

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:

- take action as specified in the Early Years section of the report (Welfare of the children being cared for, Records to be kept, Suitability and safety of premises and equipment, Suitability of persons to care for, or be in regular contact with, children) 20/06/2011

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:

- take action as specified in the Early Years section of the report (Welfare of the children being cared for, Records to be kept, Suitability and safety of premises and equipment, Suitability of persons to care for, or be in regular contact with, children) 20/06/2011