

Shepherds Bush Families Project Child Care

Inspection report for early years provision

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Inspector	Julie Biddle
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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).

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

Shepherds Bush Families Project, Playgroup and Crèche opened in June 1992. Both operate from a large community building close to the centre of Shepherds Bush.

The setting provides sessional day care for children from the local community or families where there is a housing need and crèche care for children while parents are attending Adult Education classes. The playgroup session is from 9.15am to 12.15pm, Monday to Friday. The crèche takes place every afternoon from 12.15pm to 2.30pm, Monday to Thursday. It is open 48 weeks a year.

A maximum of 21 children may attend the setting at any one time. There are currently 23 on roll. The setting receives funding for three and four year olds. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

The setting employs five members of staff including the manager. All the staff members are qualified in early years childcare to levels 2 or 3.

The setting does not have access to an outdoor play area but children are taken to local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed, valued and respected by staff who demonstrate a commitment to ensuring all children feel included. Staff pay appropriate attention to the children's emotional needs and to building relationships with them. Children's care and learning is enhanced through the provision of a varied range of play materials and the skilled interaction of the staff. Overall, skills of independence are encouraged. The manager and the staff team have very clear visions for the future and demonstrate a high level of commitment to addressing any improvement to enhance the service for the children.

What steps need to be taken to improve provision further?

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

- develop systems at meal times to increase children's opportunity for independence.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as checks to determine suitability of all staff and committee members have been completed. Staff have a clear understanding of their role in protecting children, regular training means they keep updated with changing aspects of safeguarding children. In addition, a robust recruitment procedure ensures all staff are checked and qualified, a probationary period for new staff allows the management team to observe how they interact with children and other staff members. Staff complete regular risk assessments of the premises. Children are further protected as staff complete risk assessments for local trips and walks to the park. An appropriate number of staff are qualified first aiders ensuring children receive appropriate care in the event of an accident.

The manager is enthusiastic in her role and shares a vision for the setting with the staff. The staff have worked hard to meet the recommendations set at the last inspection and so benefiting all the children in the setting. The manager and the staff regularly evaluate their work, the service the setting offers and the setting's strengths and areas for improvement to bring about positive change. Regular staff meetings, training opportunities and appraisals support staff in their role. For example, they attend relevant training courses in order to enhance their skills, and to ensure they remain motivated and inspired.

Staff are very effectively deployed across the setting, ensuring children are happy and secure. The well established team work very well together. They are supportive of each other and consequently provide a welcoming, safe environment for the children to play and learn. The layout of the hall enables children to move around with ease as they select play resources from a stimulating and varied range. Staff sensitively encourage all the children to join in. Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. There is a range of toys and resources which helps to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals such as Chinese New Year and Christmas.

Partnership with parents is a strength and benefits all the children. Parents are unanimous in their support of the setting and are happy with the care their children receive. They find the staff kind and approachable and comment how well their children have developed since attending the setting. Parents are kept very well informed about the provision through regular newsletters and busy notice boards keeping them up to date with child-centred issues and activities in the area. Staff engage warmly with parents and keep them informed of their children's well-being and achievements. The setting places a strong emphasis on working with the whole family and to this end arranges time for parents to come and enjoy cooking, messy play and special events with their children. Photographic evidence shows, for example, parents completely involved with making dough, and bubble painting with their children. In addition, days out are arranged for parents to accompany

their children on trips to adventure playgrounds and parks. Staff in the setting demonstrate a positive attitude to working with other professionals to support the children. They, for example, make sure all schools receive information about the children which aids their transition into 'big school'.

Children make good progress in their learning and development as staff have a clear understanding of the Early Years Foundation Stage requirements. Observational assessments and records of each individual child are used to inform planning and enable staff to further track children's development and identify their next steps in learning. Effective planning systems ensure each child is offered an enjoyable and challenging learning experience. Staff produce profiles and books that capture the children's time in the setting and include samples of creative work and photographs.

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

Children are happy and settled in this environment and many demonstrate a sense of belonging. Their emotional well-being is nurtured. The key worker system works effectively and children happily separate from their parents and settle quickly at their chosen activity. Furthermore, they are beginning to form positive relationships with the staff and their friends and so feel safe and secure. The children are well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development as staff plan activities that challenge and excite them. Children have a wonderful time as they make cards for Father's Day. They stick, cut and shake glitter as they create. Children have good opportunities to develop and share language as they interact with staff and their friends. Singing is enjoyed by all children; songs encourage children to consider the days of the week and how to count backwards before the rocket takes off. Staff use skilful questioning techniques that encourage children to think for themselves. For example, they ask children about how they are feeling, children laugh as they make a sad face but say they are happy. Children have fun at story time as they join in with actions of a story about dads; children pretend they have big muscles like the dad in the story.

Children are beginning to recognise letters and numbers. Some are starting to write their own names on creative work. Effective labelling around the room enhances children's opportunity to see letters in English and their home language. Children make informed choices about their play, asking staff to find equipment if it is not out. Staff use observations of children at play to enhance or change activities to meet the children's changing individual needs.

Children are learning how to keep themselves safe and behave in ways that are safe for themselves and others. They understand they are expected to sit at a designated table to eat their snack and not to move around with food in their mouth. Staff discuss a range of safety aspects, such as walking in the setting and

taking turns on the slide. Children play a positive role in the setting. They play well with their friends, developing personal qualities that enable them to take responsibilities for small tasks and develop skills for the future. However, staff serve all meals to children, meaning opportunity for independence at this time is limited.

Children are developing an understanding of healthy lifestyles. For example, they are beginning to understand when it is important to wash their hands. They enjoy healthy snacks of fruit with water to drink. Children are able to help themselves to water throughout the session, meaning they do not become thirsty. Although the setting does not have an outside, staff use suitable equipment to promote children's physical play. Children, for example, very carefully balance on beams, encouraged by staff who show them how to balance using their arms. In addition, bikes, slides and bridges support children as they learn to climb and peddle. Staff enhance opportunities for exercise with trips in the community, children enjoy visits to the local park to use play equipment. Furthermore, children are taken to the market to buy the ingredients to make carrot cake. They have a wonderful time as they grate carrots and mix butter and sugar to make a cake for all to enjoy.

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	1

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