

The Winchester Project

Inspection report for early years provision

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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 Winchester Project opened in 1994 and provides an all year service to children and young people living in the Swiss Cottage area, in the London Borough of Camden. Children have access to a ground floor playroom, first floor gymnasium and an activity room. An enclosed adventure playground is also available for outdoor play.

The setting is open after school from 3.30pm to 6pm during term time and from 10am to 6pm during school holidays. Children are collected from local schools. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the provision at any one time. There are currently 30 children on roll, some in part time places; of these, three children are in the early years age group. The setting currently employs three staff during term time and eight staff during the holidays. Over half the staff team is appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed, and provides a very welcoming and inclusive environment for children and their families. All staff have a comprehensive awareness of safeguarding issues and the processes to follow to keep children safe. Highly positive relationships have been developed with parents, while partnerships with others supporting the children vary in their effectiveness. The setting is committed to making continuous improvements to the service. Children are happy and involved in a broad range of planned and spontaneous activities.

What steps need to be taken to improve provision further?

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

- enhance records of children's individual achievements to link observations of their progress to the six areas of learning, providing staff with an accurate picture of each child's progression in relation to the early learning goals
- strengthen partnerships with other providers of the Early Years Foundation Stage to further promote children's achievement and well-being.

The effectiveness of leadership and management of the early years provision

All staff have a comprehensive awareness of safeguarding issues and the processes to follow to keep children safe. Furthermore they are all committed to regularly updating their child protection knowledge to maintain their awareness and skills. The management and staff have formed very secure and highly successful collaborative working relationships with key safeguarding agencies to ensure that all children are fully protected and supported. The setting demonstrates a very positive attitude towards making improvements to their service as the management and staff effectively communicate their ambition and drive to secure future improvement. Together, they demonstrate a growing confidence in their diagnosis of the setting's strengths and areas for development, and about what the setting needs to do overall to improve further. The setting also regularly seeks the views of parents and children in order to identify further areas to improve. As a result of this reflective assessment, the manager and staff have set realistic and challenging targets for consistent and sustained improvement. Resources at the setting provide children with good opportunities to take part in adult-led and child-initiated play.

Staff are highly committed to providing an inclusive service to all children and their families. They have an exceptional knowledge of each child's backgrounds and special educational needs and/or disabilities. Secure partnerships have been developed with children's families and other agencies involved with supporting the welfare of individual children. There is a strong emphasis on ensuring that all children are included and well integrated, with particular consideration and commitment given to the individual welfare and learning achievements of children with special educational needs and/or disabilities or other identified needs. Consequently, outcomes for children are very positive. Conversations between staff and other settings who implement the Early Years Foundation Stage help the setting complement the activities and care children receive elsewhere. However, there is no sharing of detailed information, such as children's learning records and identified next steps, to ensure continuity in their learning.

The setting has highly successful relationships with parents and carers, who are warmly welcomed at the setting. Parents are provided with regular opportunities to express their views and recent surveys demonstrate that parents are extremely happy with the staff and the wide range of activities they provide for their children. Staff work extremely effectively with parents, demonstrating a very positive approach to meet each child's individual needs by offering advice, support and encouragement. These highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of involvement, built through consistently secure and trusting relationships.

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

Children benefit from a committed and stable staff team. Consequently they settle well and quickly become absorbed in the interesting range of child-initiated and adult-led activities. It is evident that children have developed warm and consistent relationships with all staff and volunteers as they confidently approach them and engage with them in friendly conversations. They are delighted as the volunteers participate in their imaginary play, which the children often lead and make decisions about the roles they should play. Younger children receive good support as they are provided with a key person who gets to know them well. This promotes their sense of well-being and security at the setting. Children are keen to take part in a mask making activity and receive helpful support from staff when they need it. They are proud of their achievements and confidently share them with the staff and children at the setting. Children concentrate well as they sew leather materials to make purses. They are busy and happy, and are developing extremely successful relationships with both the staff and their peers at the setting. They display high levels of confidence as they make requests or enquire about the programme of activities.

Children demonstrate a considerable awareness of responsibility at the setting as they report any incidents that might affect their or other children's safety. For instance, they report spilled water in the toilets directly to the staff. Their very good behaviour is promoted by the highly positive interaction from staff and the good opportunities for children to set their own boundaries at the setting. Consequently children take responsibility for any negative behaviour as they learn the impact that this may have on themselves and others at the setting.

Staff at the setting have a good knowledge of the Early Years Foundation Stage. They get to know the children well during the settling-in period which helps them plan activities around their interests. Systems for recording children's progress are not detailed enough to support a more accurate assessment of their progress towards the early learning goals. However, staff do generally have a good understanding of how individual children are making progress and their needs. This helps them plan an environment that children find motivating and interesting

Children's good health is well promoted. The setting plans well for daily opportunities for physical play both indoors and out. During indoor sessions all children are actively involved in robust physical play including a variety of games they know well. Consequently, they are challenged and excited. Children are provided with appropriate snacks of their choice, promoting their awareness of healthy eating. Children are developing a good awareness of safety. For example, they demonstrate well their knowledge of road safety measures, which they follow each day on the way to the setting. Furthermore, children are provided with opportunities to practise the evacuation procedure which ensures they know how to behave in an emergency situation.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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