

Sands End Adventure Project

Inspection report for early years provision

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143798

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27/07/2011

Inspector

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Setting address

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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

Sands End Adventure Project was registered in 1996 and it is run by a registered charity. The setting operates from a single-storey purpose built premises in a residential area of Fulham in the London borough of Hammersmith and Fulham. A playroom, art room and outdoor area are available to the children. The setting serves the local community. During the school holidays, the setting is open each weekday from 8.00am to 6.00pm. During term time, the setting is open from 3.00pm to 7.00pm Mondays and Fridays. On Tuesdays, Wednesdays and Thursdays the setting is open from 3.00pm to 7.30pm. On Saturdays, the opening hours are 12.00 noon to 5.00pm.

The setting supports children with special educational needs and /or disabilities and also supports children who speak English as an additional language. It is registered to care for up to 25 children from four years to under eight years at any one time and older children also attend. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting employs eight staff members, all of whom are appropriately qualified in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are enjoying the time they spend at this setting and they arrive happily to play with their friends. Kind and caring staff plan a range of enticing activities for the children, which help them to make continuous progress in their learning and development. Overall, children's safety is promoted. Trusting and effective partnerships with parents and carers help to provide a service tailored to each child's needs. The setting begins to evaluate its strengths and areas for development to make continuous improvements to benefit the children and their families.

What steps need to be taken to improve provision further?

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

- plan and provide relaxing areas for the children both in and outdoors
- update the record of risk assessment to include any assessments of risks for outings and trips
- develop the system for self-evaluation and include the views of the parents.

The effectiveness of leadership and management of the early years provision

This new and developing staff team work enthusiastically as they focus on the needs of the children. Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. Children are safeguarded because staff have a suitable knowledge and understanding of the Local Safeguarding Children Board procedures. Overall, children are safe and secure because staff have systems in place, to minimise possible risks, such as daily risk assessments of the premises, fire evacuation, and arrival and departure procedures. Children are safe on outings because a visual risk assessment is carried out. However, this is not included in the record of risk assessment, which is a specific legal requirement. All of the necessary paperwork and practices are in place to underpin children's health and welfare. For instance, staff hold current first aid qualifications to administer treatment in an emergency and suitable record keeping is carried out for medicine administration and accidents.

Children are valued and respected. There is a suitable range of toys and resources, including those which reflect diversity to help children making progress and to develop an understanding of difference in relation to religion, culture, gender and disability. Children with special educational needs and/or disabilities, and English as an additional language are supported well. Staff speak to parents to find out words in their first language to help them to meet their individual needs within the nursery. In addition, they use picture prompts to help them to communicate. The setting builds strong links with the schools that the children attend to provide continuity of care between, school, parents and the setting.

Partnerships with parents and carers are promoted well. Parents have ongoing access to information about the setting's activities and how their children are during their time at the setting. Informative notice boards and children's learning journey files are provided.

The manager is aware of the strengths and areas for development within the setting and is working effectively with staff to further improve standards for children and parents. However, current systems to involve the parents in this process are less developed.

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

Children are learning the importance of leading healthy lifestyles; they enjoy nutritious snacks and participating in cooking activities. Parents provide packed lunches for their children, which are appropriately stored in the fridge. Children understand the importance of washing their hands at appropriate times to protect their health and they use paper towels to minimise cross infection.

Children enjoy fresh air and exercise as they develop their physical skills, when

playing games, climbing and balancing on apparatus. They also enjoy dancing and football. However, children do not have areas in which to rest and relax. Children are learning to keep themselves safe as they participate in fire drills and talk about road safety and stranger danger.

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and they plan a stimulating range of activities that capture and promote the children's individual interests. Suitable systems are in place to assess the children's progress and are generally coordinated by the children's key person who liaises with the parents and other professionals involved. This includes identifying the children's next steps for learning.

Children relate well to staff and one another. They are learning about the consequences of their behaviour and develop morals and manners. Children are full of confidence and self-esteem and this is extended by staff's constant praise and encouragement.

Children thoroughly enjoy the range of arts and crafts on offer as they paint and stick with a variety of materials. Furthermore, they enjoy glass painting and making bracelets. Children learn about colours, numbers and shapes and take turns during table top games. They float and sink objects in the water play and build with various construction toys. Children spend time playing games on the computer and interactive games. They learn about living things as they observe and collect creepy crawlies in the garden and water the flowers.

Children are learning about multicultural Britain as they celebrate festivals and play with toys and resources which promote diversity. Children enjoy one another's company as they play together and they are having fun whilst in the care of warm and nurturing staff.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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