

Sussex Street Play Project

Inspection report for early years provision

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Inspection date	08/02/2012
Inspector	Martha Darkwah
Setting address	3-13 Sussex Street, LONDON, SW1V 4RZ
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Type of setting	Childcare - Non-Domestic

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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

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 a National Vocational Qualification at level 2 or 3 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 satisfactory.

Children enjoy a range of play experiences that suitably support their learning and development, and systems to observe and assess children's progress are in the early stages. The organisation of the premises provides children with opportunities to choose independently; however, an appropriate temperature is not maintained throughout. Children are safeguarded, although risk assessments for the premises are carried out, they have not been recorded and do not identify all hazards, as required. Partnership with the schools children attend is sound but does not fully support continuity of care. Most of the previous actions have been met demonstrating sound ability to secure continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment, clearly stating when are carried out, by whom, date of review and any action taken following a review or incident and take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment)

29/02/2012

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

- develop the assessment arrangements so that children's progress is understood and tracked effectively and shared with parents
- maintain the base room at a temperature which ensures the comfort of the children and staff
- improve effective continuity and progression by sharing relevant information with other settings children attend, to make sure that what is provided for each child complements the education they receive in other settings
- develop procedures to promote reflective practice for self-evaluation and involve the whole team in this process.

The effectiveness of leadership and management of the early years provision

Staff are aware of safeguarding issues and the procedure to follow if concerns arise. They are well informed about child protection matters and ready to share concerns with relevant agencies, if there is a need. Staff are checked through a suitable recruitment process. The provider and the manager assess potential risks to children with regard to outings, escorting children from school and records are kept. They check the premises and equipment visually and take steps to keep children safe. For example, they supervise children well, promoting their awareness of their own and others safety. Generic risk assessments are in place, but they do not take into account all hazards. For example dangling wires on portable halogen heaters in the main play room pose a hazard, as do the reels of extension wires that are in easy reach of children. In addition, the record of the risk assessment does not show who carried out the checks, what they found and what steps were taken to ensure children's safety, which is a breach of requirements.

The planning and organisation of the environment and resources, in the base room where children are cared for, offer opportunities for them to make choices and initiate their own activities or extend those planned by staff. Although the heating in the other rooms are suitable, the heating in the base room is not maintained at a temperature which ensures the comfort of the children and staff. This restricts children's enjoyment of quiet activities especially opportunities for children to relax comfortably, concentrate and spend time on child-initiated activities in this room. Currently, the staff carry out satisfaction surveys to seek children's views of the activities provided at the club.

The setting has a suitable partnership with parents and carers. Parents are given written information about the work of the setting so they know about the activities that children undertake, and displays show future planning. The resources are suitable, and sufficient to support children's learning well. The club provides a service that is inclusive for all children; they are supported well and are encouraged to develop a sense of belonging in the setting. Parents are asked to provide information about home language and culture ensuring that the planned activities reflect a range of enjoyable cultural celebrations. The club has met the recommendations raised at the last inspection showing a capacity for continuous

improvement. However, regular evaluation of the provision by the manager and staff is not sufficiently developed. The setting has sound working establish partnerships with the school and other early years settings children attend but systems to provide a consistent approach to children's learning is not yet secure.

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

A range of interesting activities and physical games are provided that are likely to encourage children's interest, with particular emphasis on physical games and exercise. Staff interact well with the children and encourage discussion and conversation. The range of physical activities provided, some of which take place outdoors, promote children's awareness of the benefits of exercise and good health. They have daily opportunities to play in the fresh air with easy access from all the play rooms. Physical activities are encouraged through organised games that involve climbing, hopping, jumping, throwing and catching. Children enjoy opportunities to play football, basketball, and small trampoline games.

Indoors, children spend their time playing together in small and large groups. They happily negotiate and share ideas with staff and each other. For example, when they design valentine cards and bracelets or when they pretend to conduct television interviews using toy microphones during role play. Staff have begun to seek children's views while planning topics and activities, for example, by getting children in each year group to serve on the children's council. However, this system is in its infancy. During the weekly meetings, children share ideas of activities they would like with staff. Each week is planned with a different focus for activities. Staff plan flexible range of activities, which are prepared with suitable resources to link to the areas of learning.

Staff know the children well and have started to carry out observations of their play. However, these are not used effectively to evaluate their progress, or link to the areas of learning or to inform the future planning. Children's behaviour in the club is generally sound. They play happily together and any minor disagreements are soon settled by attentive staff who support and encourage children to take turns and share fairly. Staff teach children about safety and this helps them to develop an awareness of their own safety during the walk from school to the club and by conducting regular fire drills. The children show an interest in writing and drawing using a range of materials to create cards and they enjoy a range of creative activities. They also demonstrate their interest in shapes and numbers and they can count with growing accuracy and an understanding of what the numbers mean. They use numbers and counting as part of their games and physical activities helping them develop appropriate skills for their future learning.

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:

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:

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the compulsory part of the Childcare Register) 29/02/2012

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 under the requirements of the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 29/02/2012