

Bayswater Play Project

Inspection report for early years provision

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Inspector

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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

The Bayswater Play Project was registered in 2010. The project is under the management of Westminster City Council and operates in a purpose built Children's Centre in Westbourne Park area of the borough. The setting has use of a large multi function playroom in the lower ground floor of the premises. There are children and adult toilets, and kitchen, office and storerooms. An upstairs staff room and an additional playroom are available. The premises has ramped access to the ground floor and a lift and stair access to the lower and ground floors.

There is an enclosed garden for outside play. Additionally, the setting has use of the St Mary's of the Angel's School playground.

A maximum of 32 children under 8 years of whom no more than 8 are in the early years age group may attend the setting at any one time. The setting is registered on the Early Years Register the compulsory part of the Childcare Register.

There are currently 42 children on roll, two of whom are in the early years age range. Places are available for children up to the age of 11.

The setting operates term time only and serves two local schools, St Stephens and the St Mary's of the Angel's School. The project operates an after school club during term time from 3:30pm to 6pm Monday to Friday and a holiday playscheme 8:30am to 6pm during school holidays from Monday to Friday.

The club employs four staff including the manager, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the welcoming, pleasurable atmosphere of the after school club. They are making good progress in most areas of development given their starting points and the staff team meets their individual needs.

Ongoing self-evaluation by senior management identifies priorities for improvement, but a wholly collaborative team approach has yet to be fully established.

Good relationships established with parents result in a valuable exchange of information. Effective links are made with the feeder schools of the after school club. These result in aspects of the learning and routines children experience during their school day being supported.

What steps need to be taken to improve provision further?

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

- strengthen planning to meet each child's needs, building on their interests and skills, in particular to encourage further participation in creative activity/ problem solving reasoning and numeracy
- involve the whole team in the process of self-evaluation; with a view to securing a focused and collaborative approach to the targeting of priorities for improvement.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place and implemented effectively to ensure the staff team is suitably experienced, vetted and meet qualification ratios. The staff team gives good attention to safeguarding children. The staff use risk assessments effectively to monitor safety issues and ensure they supervise children closely, particularly when collecting children from their schools and classrooms after the school day. Risk assessments are particularly thorough, including those for activities and outings. All records and documentation required for the safe and efficient management of the setting is in place and comprehensively maintained.

Play and learning resources are of good quality and provide well for most areas of learning. The setting is working hard to create an enabling environment that encourages autonomy in children and the choice of in and outdoor play opportunities. A suitable range of play equipment is provided and stored appropriately in the space the after school club share with the centre and school. The varied range of activities provided reflects individual children's interests and encourages all children's enjoyment and participation. The staff team interacts very well with children, providing positive role models and encouraging enthusiasm, respect and promoting children's self-confidence. They know the children well, and reflect children's individual interests and choices well in the planning and activities provided. For example; each month, members of staff encourage children to suggest a range of activities they will like to accomplish so make sure they include this in planning. Children evaluate activities along with staff to reflect on the extent to which they were effective.

Staff monitor the early years children individually and in groups to ensure that, their progress is in line with expectations. Observations, assessment and planning arrangements enhance the learning opportunities that children receive. Children have good opportunities to develop skills they need which will secure future learning and to support their skills for the future.

Equality and diversity is, in most respects, well promoted and clearly demonstrated

within innovative activity planning, to enable children to learn about cultures and backgrounds other than their own.

The use of a formal self-evaluation system is in the early stages. Although the after school club is newly registered, self-evaluation is already being used effectively to monitor how things are progressing and target most areas for development. However, currently the self-evaluation process does not involve all staff and parents although monthly evaluations with children positively encourage some reflective practice. There is a clear vision for future development and ongoing improvement. Good use is made of resources such as training and advice from the local authority.

Good relationships built with parents who state they are very happy with the care provided. Staff team exchange information daily and pass on relevant information from the school. Parents give their points of view and children are involved in evaluation discussions resulting in suggesting future activities. Children hold the setting in the highest regard and highlight the exciting play-based activity program as a key strength. They report unanimously on how much fun they have and how they enjoy attending the setting.

Good links staff make with the schools result in learning and routines children experience during their school day supported and continued in the setting. For example, the practitioners share and exchange developmental journals and encourage reading, spelling, writing, and problem solving.

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

Children are confident, happy and have great fun playing with their friends and staff. They benefit from good interaction with friendly, supportive and caring staff. The mixed age range of older and younger children creates a family atmosphere as children continue friendships they make at school and build new ones. Older children are good role models and help new children settle. This provides reassurance for children while they settle into a new environment and gradually gain confidence in interacting and joining in with other activities. The varied range of activities that staff plan and provide reflect children's individual interests, encourage them to make choices and help children to relax at the end of their school day.

Staff members are skilled at adapting activities to ensure sufficient and appropriate challenges for all children. However, the provision to support young children's levels of concentration is developing but not prominent enough within the educational programme. This means that although staff members observe and note some gaps in children's concentration levels in some areas of learning, they do not always intentionally plan for this using their interests as a basis.

Children's learning and development are well supported, with particular emphasis on social development, increasing self-confidence and reinforcing a range of skills

that children will use in later life. Children arrive happy and are soon involved in their chosen activities indoors or outdoors. Children are consistently busy and interested in what they are doing which results in respectful, calm and good behaviour. Children listen to staff and each other, ask questions and for help when needed, share equipment and take turns with other resources.

Children lie comfortably on the floor playing with equipment, toys and materials. They work in a small group, setting this out under a table to using their imagination in role-play as travelling in a submarine. Other children play connect four, snooker, or table football game nearby. Most children show interest in a creative activity and spend time drawing, writing and making their own coloured sand creations with white sand colouring these it coloured chalk and filling miniature plastic bottles with layers and or streaks of coloured sand using a mini funnel. Staff members help children extend this activity to creating letters and designs in the miniature plastic bottles using a small wire making the visual look more spectacular. Children chat, giggle and laugh as they play, making jokes, telling one another and staff stories, and writing out their names.

Good standards of hygiene are well promoted to all children. They follow routines that encourage awareness of their own health, such as, hand washing before they eat their snack and eating fresh fruit as part of their daily snack. Children enjoy a physical play session in the school playground and the outdoor play area. They show awareness of their own safety by walking safely down the stairs to the playroom, knowing the boundaries and staying near staff. Equipment such as balls and rackets and bats are available to the children to use in the playground. Children engage in throwing and catching balls, rolling on giant gym balls and enjoying the motion and softness whilst maintaining a balanced body on the ball. Others play in the sand trough, and excitedly participating in a game of chase and football.

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	2

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