

Lisson Green Play Centre

Lisson Green Play Project, 12 Bledlow Close, LONDON, NW8 8RT

Inspection date

22/05/2013

Previous inspection date

04/02/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, confidently explore their environment and move freely between all activities in a safe environment.
- Staff understand how children learn and develop. The accessible resources meet individual children's interests and ensure that they are well motivated to play and learn.
- Staff are highly skilled and sensitive in helping children to form secure emotional attachments so that children are happy and confident in their care.
- Staff establish firm partnerships with parents where information is effectively shared about children's care, learning and development. This helps to ensure that children's needs are identified well and that they receive consistent care.
- Staff have a strong capacity to improve and are constantly reflecting on their practice to promote children's learning.

It is not yet outstanding because

- Staff record key words in children's home languages; however, there is less emphasis on providing opportunities to use children's home language within their play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children participating in activities and the interaction between staff and children.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.
- The inspector held discussions and carried out a joint observation with the early years leader.
- The inspector reviewed a sample of children's progress records.
- The inspector talked with parents to gain their views about the provision.

Inspector

Catherine Greene

Full Report

Information about the setting

Lisson Green Play Project registered in 2009. It is managed by Westminster Society for people with learning disabilities on behalf of Westminster City Council. The Play Project operates from the ground and first floor of a purpose built building in Lisson Green in the City of Westminster. The Play Project provides a service for children within and outside of Westminster. It offers occasional creche sessions operating from 9am until 3pm term time only and year round play activities at an after school club between 3.30pm and 6pm each weekday during term time. Saturdays term time runs from 10am to 4pm and holiday schemes run from 8:30am to 6pm. Children attend for a variety of sessions. The numbers of children on roll varies from day to day with 176 children on roll currently. There are 40 staff members who work different sessions with the children, half of whom hold relevant qualifications in childcare and sports activities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- further support children who speak English as an additional language to see visual references to their home language and incorporate this within their play and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

This setting provides an inclusive space where all children's differences are valued and respected. Children are warmly encouraged by staff to enjoy the activities provided. Staff promote all areas of children's welfare, learning and development very effectively. They are committed to enhancing their existing good practice for the benefit of the children and systems for self-evaluation are generally being formalised.

Activities are set out on arrival for children and they can request what they would like to do. Children are encouraged to contribute their ideas. They develop their independence as they move freely between activities, choosing resources and books and working independently. Children enjoy looking at books and listening to stories. They are confident to speak in groups and share their ideas. They become absorbed in sensory play, and use a range of art materials to create with collage and plaster. Children have some good opportunities to extend themselves physically playing tag games such as 'you're it' with enthusiastic staff. Staff fully join in having great fun with the children. Children enjoy regular outdoor play and all children confidently initiate their own lively and energetic free

play.

Staff have a good understanding of areas of development and are clear about the learning intentions for each activity planned. They have the skill to make learning fun and stimulating by following the interests of the children. Staff are aware of children's home languages and cultures, using a range of strategies to support children's communication. However, opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed.

Children's progress is tracked and recorded through observations and assessments. The team have had additional training in areas of Early Years Foundation Stage and the support of a staff member who is very skilled in this area. Learning records identify children's next learning needs and include contributions from parents and other practitioners. There is a strong commitment from staff to provide for children as individuals, through the interesting learning environment that is valued by children and parents. Children are enthusiastic in their praise of their setting and describe it as 'really good' and 'lots of fun'.

The contribution of the early years provision to the well-being of children

Staff know the community really well; they are well aware of the needs and demands for services and activities and are fully committed to providing this valuable service. Staff show warmth and kindness to the children. Consequently, children approach staff with confidence to express their needs, such as wanting to join in with a specific activity or talking about their interests and day at school. Children develop excellent social skills during the engaging and relaxed snack time as they sit in a large group at the table and hold conversations. Their behaviour skills are impressive, as they know how to cooperate and take turns as they play. They are curious to explore the setting and confident to ask when there is something they need. Children enjoy developing new skills and show great pride in their achievements.

Children express themselves well through routine conversations and during sessions when they work together, to make models or complete their homework using the IT room. In addition, well-equipped tables enable children to use a range of resources including writing materials to develop valuable skills including early literacy. Planned activities compliment what children have learned at school and are invaluable for the development of the skills they need to operate information and communication technology in the future.

Procedures are in place to ensure children receive attention in the event of an accident or illness. Staff hold appropriate first aid qualifications. Medication and sickness policies and systems such as thorough hand washing prior to eating are firmly established. Daily routines are well established by staff who enjoy their work. Children show a clear understanding of expectations of their behaviour and how to keep safe and they benefit from a stimulating atmosphere. The children learn value and respect for themselves and others as appropriate systems are in place to teach them how to appreciate each other.

The effectiveness of the leadership and management of the early years provision

All staff have a good understanding of the welfare and learning and development requirements and implement them well. They fully understand safeguarding and child protection procedures and policies and have a secure knowledge of the procedure to follow to report concerns. The required suitability checks are in place for all staff. Children are cared for in a safe and secure environment because risk assessments are thorough and staff are very experienced in how to supervise and support children during activities. Good partnerships with parents and staff providing one to one care for children means that the two-way flow of information is fully established. These strong partnerships between staff and parents help to support children's individual needs well. The staff have experience of working with others involved in children's care and demonstrate an understanding of the importance of partnership working and of sharing information to ensure children are fully supported.

Daily visual safety checks for the premises alongside clear written policies and procedures support practice. This system ensures children's safety and welfare, including when on outings or on the journey, back from local schools is a priority. In case of emergency, children are familiar with evacuating the premises, as they regularly practise fire drills. As a consequence, children learn about the benefits of keeping themselves and others safe. Older children behave in a responsible way towards the younger children. They show consideration towards each other sharing the plentiful resources and showing each other consideration.

All staff contribute to systems of evaluation, although the system of evaluating the setting as a whole is evolving, taking into consideration some new members of the staff team. However, all staff are committed to the continuous improvement of the setting. The staff team make time to reflect on their work in order to review their current practice and are keen to share ideas. The range of policies and procedures that are in place promotes children's welfare.

The children are settled; secure and happy within this setting some have been attending for many years and have built close relationships with the staff team. They are provided with a good balance of child-led and adult-led activities. They are free to make choices in their play, which promotes their independence skills. Children have good opportunities to learn about their own and other people's cultures as the setting acknowledges festivals and explores customs and beliefs of others in interesting topic work. Staff value the individual backgrounds of children and as a result, they know each child well.

Parents collecting their children receive a welcome and some written information about activities. They benefit from existing well-established relationships with staff, which assists with the exchange of information at the end of each session. Newsletters and information displayed on notice boards all help to ensure information is available for parents about the life of the setting. Systems are in place to support staff as they provide additional support for families during times of transition and change. At the inspection, parents commented

that they value highly the contact they have with staff and really appreciate the setting in enabling their children to have a quality extended day after school and so that they can continue to work.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY392419
Local authority	Westminster
Inspection number	913207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	42
Number of children on roll	176
Name of provider	The Westminster Society for People With Learning Disabilities
Date of previous inspection	04/02/2010
Telephone number	02089687376

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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