

Sussex Street Play Project

3-13 Sussex Street, LONDON, SW1V 4RZ

Inspection date

23/08/2013

Previous inspection date

08/02/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 2

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 behave well because staff have clear expectations of behaviour, which are shared and agreed with the children.
- Staff plan a wide range of stimulating and interesting activities based on children's skills and interests, which they enjoy thoroughly.
- Children are happy and settled because they have warm relationships with staff who know and plan for their needs well.
- Management has effective links with a range of organisations to support children's care and learning.

It is not yet outstanding because

- Staff do not maximise opportunities for children to learn through a wide range of play experiences outside.

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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into account during the inspection.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Sussex Street Play Project, which registered in 2010, is one of a number of play projects run by Westminster Play Centre Service. The play project is in Pimlico in the City of Westminster, in London. The project operates from a purpose-built play hut with access to an adjacent outdoor area. The project is open each weekday during school holidays from 8.30am to 6pm, and after school each weekday 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. The play project is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The play project currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The project employs seven staff, including a manager. Of the seven staff employed, four staff hold National Vocational Qualifications in play work at level 2, two staff are unqualified and the manager holds National Vocational Qualifications at level 3 and 4.

What the setting needs to do to improve further

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

- maximise outdoor learning opportunities to provide children with a wider choice of activities.

Inspection judgements

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

Children engage well in a wide variety of stimulating activities provided by staff in this happy setting. Plans made by staff are well thought out and fully incorporate children's interests. Staff are very responsive to children's spontaneous suggestions and follow their lead readily. Children play freely indoors or outdoors and this supports independent choices.

Children to get to know each other and build relationships while they play games with water balloons in a group circle. They take turns and cooperate well to play fairly. Children express themselves creatively by making marks and draw recognisable pictures on the ground outdoors using coloured chalks. Children learn about technology and enjoy pretending to be different characters while staff film them against different scenic

backdrops. Staff teach children new vocabulary as they act out various scenarios. Children keep daily diaries to record activities they enjoy at the setting and this supports their drawing and early writing skills.

Children develop social skills while they play a range of team sports on outdoor pitches, such as hockey and football. They learn ball control and develop good physical coordination skills. Children enjoy the challenge of climbing up rope ladders and develop a good variety of skills as they move in different ways across large frames. They ride on wheeled toys and practise balancing skills on different equipment. Although there are some creative activities available to children outdoors, the range of learning opportunities outdoors is not completely varied to offer children a wider choice across all areas of learning.

Staff adapt activities to meet the special educational needs of children and use information gained from others involved in children's care and learning to devise appropriate plans to promote their inclusion. Staff learn key words in a child's home language to support the communication skills of children who learn English as an additional language.

Staff meet up regularly to share information about children so that the educational programmes reflect their skills and interests. This means that children enjoy challenging and interesting activities. Parents talk to staff informally each day and share their observations of their children with staff. This provides opportunities for parents to contribute to their child's learning. Staff keep parents informed of children's care and learning by talking with them each day when parents collect their children.

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

Children settle well because staff find out about their likes and dislikes when they first arrive at the setting and use this information to provide activities that match their interests. Children are happy and secure because they have warm, strong relationships with staff. Staff place high priority on ensuring that children know how to behave in safe ways. For instance, each child has an induction when they first arrive and this covers how to play safely by teaching children site rules, such as number limits for children using the trampoline. Children behave well because they are clear about expectations of behaviour. Staff agree ground rules for behaviour with the children, which are phrased in positive ways to promote high standards of behaviour. Staff use fair, consistent and positive methods to manage children's behaviour.

Children learn to take responsibility for their environment by tidying away resources. They have good self-care skills and use the bathroom independently at appropriate times. They are aware of reasons to maintain good personal hygiene. The environment is colourful and attractive because staff put children's artwork on display and this supports children's well-being. Children have access to resources and this enables them to make free choices. Children eat healthily because staff provide nutritious fruit snacks and free access to

drinking water. Staff meet the special dietary needs of children. Children bring their own packed lunches, which they enjoy in a communal and relaxed lunchtime session. Children learn healthy habits because they have daily fresh air and physical exercise on a range of equipment in the outdoor area.

Staff have good links with teachers of local schools and exchange information about children with schools. This supports children's continuity of care and learning and enables them to settle well. Children learn about difference because staff celebrate and discuss special events. For instance, staff hold a workshop on Eid where children make stars to celebrate the occasion.

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

Children are protected from harm well in this organised setting. For instance, an electronic intercom entry system consisting of two entry gates help to prevent intruder access effectively. Staff carry out risk assessments covering all aspects of the setting, including outings and this helps to ensure children's safety. Staff are vetted well for their roles to make sure they are suitable to work with children and this helps to protect children from harm. All staff have attended safeguarding training and have good knowledge of the possible signs that may indicate concerns about a child's welfare and the procedures to follow should they be concerned about a child.

Management has good insight into the quality of staff practice because the manager works directly with the children alongside staff. Staff have regular opportunities to talk with management about their work and any issues of underperformance are identified. Management provides support and training to help staff to improve their skills and the outcomes for children. For instance, staff attended a course on behaviour management of children, which led to staff using a greater range of positive behaviour management strategies.

The setting has good links with a range of organisations involved in children's care and learning. For example, there are good links with teachers of local schools where information related to children is exchanged to support continuity of care and learning. The setting has effective links with organisations in the local community, such as the local library where they work together to present reading challenges to children. The setting works closely with other professionals to support children, such as social workers who may be involved in children's lives. Partnership work with parents is good and staff keep parents informed of different activities and their children's well-being. Parents spoken to at the time of inspection expressed good levels of satisfaction with the provision. Parents provide feedback to management on the provision which is evaluated and action taken as appropriate to improve the provision.

Management evaluates the provision and have set ambitious targets for the improvement

of the setting. For instance, they plan to enable children to paint murals on the garden wall to increase their sense of ownership of the setting. Previous recommendations have been met, for instance more detailed risk assessments are now in place. The setting operates successfully and demonstrates good ability to maintain this in the future.

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	EY410880
Local authority	Westminster
Inspection number	816362
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	16
Number of children on roll	56
Name of provider	Westminster Play Centre Service
Date of previous inspection	08/02/2012
Telephone number	02076415415

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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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