

# The Winchester Project

Old Winchester Arms, 21 Winchester Road, London, NW3 3NR



## Inspection date

20 August 2015

## Previous inspection date

25 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children feel confident and secure in the setting. Staff implement an effective key-person system to support children to form secure attachments, settle quickly and learn as they play. As a result, children develop supportive relationships that help to promote their self-esteem and sense of self.
- The manager and staff have a good understanding of safeguarding and know how to keep children safe. They are confident to escalate their concerns to protect the children in their care.
- Parents are pleased with the quality of care and support their children receive from the staff. They comment that the setting feels like a large family, where everyone is accepted and valued.
- Staff gather information from parents and use their knowledge of children to provide appropriate resources and challenging activities that reflect children's interests.
- Children benefit from mixed-age group activities, where they learn to care and support each other to acquire new skills.

### It is not yet outstanding because:

- Although staff give children information about how to keep themselves safe, not all children are made aware of how to respond in an emergency at the setting.
- Staff do not always encourage and support children to be more responsible for their environment to extend their independence skills.

## What the setting needs to do to improve further

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

- increase opportunities for children to be more independent and take responsibility for their environment
- provide more opportunities for children to learn how to keep themselves safe in an emergency.

## Inspection activities

- The inspector held discussions with the manager to assess the progress made since the last inspection.
- The inspector observed different activities to evaluate the quality of teaching.
- The inspector took account of the views of staff, parents and children about the project.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documents, including safeguarding documents and children's records.

## Inspector

Josephine Adeyemi

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children and their parents are welcomed into this happy and welcoming setting. Staff thoughtfully set up different interactive activities that motivate and challenge children. Children are confident to use the wide range of creative resources to explore and express their imagination. Staff support children to develop their creative skills, as they sew bags, construct moulds and make different costumes. Children have fun deciding on their Friday open activity. Staff use these sessions to teach and support children to develop useful skills. For example, children learn to communicate, manage their different options and negotiate to agree on a joint activity.

### **The contribution of the early years provision to the well-being of children is good**

Staff encourage children to understand the importance of physical exercise and making healthy choices. They play outside for fresh air regularly and have many opportunities to exercise their muscles in their own gym. Children also have a range of healthy snacks and drink plenty of water. Children behave well generally and learn skills for the future. Older children care for the younger ones by showing them how to operate toys, achieve their goals and complete tasks. They also remind each other to display acceptable behaviour. Children form effective relationships with staff to support their welfare and emotional well-being. Children feel secure to discuss home events with staff and receive comfort for different situations. Regular sessions between the different ages help children to prepare emotionally for the move on to the next stage of their learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager and staff form supportive relationships with the parents and children. They value this partnership because it helps them build other networks of support for their children. Effective relationships with professionals help children get the support and intervention they need quickly. Focused staff development helps the setting to maintain good quality of care. The manager is keen to keep children safe. All staff have the appropriate security checks and information to help them protect children. The manager uses information and feedback from children, families, staff and the community to evaluate practice and help drive continuous improvement.

## Setting details

<b>Unique reference number</b>	116358
<b>Local authority</b>	Camden
<b>Inspection number</b>	840050
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	20
<b>Name of provider</b>	The Winchester Project
<b>Date of previous inspection</b>	25 June 2011
<b>Telephone number</b>	020 7586 8731

The Winchester Project opened in 1994. It is located in the Swiss Cottage area, in the London Borough of Camden. The setting is open from 3.30pm until 6pm during term time and from 10am until 6pm during school holidays. The setting employs nine staff, of whom six hold appropriate early years qualification. One member of staff holds an Early Years Professional Status.

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