

Wilberforce Play Project

Wilberforce Primary School, Beethoven Street, LONDON, W10 4LB

Inspection date

Previous inspection date

05/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their time at the club. Activities are planned using information gained about children's interests as well as to promote the next steps for their learning.
- Children behave very well. They play cooperatively, taking turns with resources and chatting with one another.
- The staff team work well together. As a result, the session runs smoothly and is enjoyed by the children.

It is not yet outstanding because

- Children have fewer opportunities to learn across all areas through outdoor play as staff do not make full use of the outdoor environment.

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 children's play and staff interactions, both indoors and outdoors.
- The inspector held a meeting with the manager to discuss leadership and management of the setting.
- The inspector sampled the setting's policies and procedures and other documentation.
- The inspector interacted with the children.
- The inspector spoke with staff and took account of their views.

Inspector

Katie Dempster

Full Report

Information about the setting

Wilberforce Play Project registered in 2012. It is one of number of provisions run by City of Westminster Play Services. It opened in 2013 and operates from a purpose built annex in the grounds of Wilberforce Primary School, Queens Park, in the London Borough of Westminster. The after school club is open each week day during term time from 3.30pm to 6pm. The setting also collects children from the neighbouring school, Queens Park. The holiday playscheme is open each weekday from 8.30am to 6pm during most school holidays. Children have access to a secure enclosed outdoor play area. The club supports children who speak English as an additional language. The provision is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

What the setting needs to do to improve further

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

- develop the outdoor space to encourage children to explore, build, move and role play.

Inspection judgements

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

Children arrive happy at the after school club and enjoy their time there. Staff plan a wide range of activities across all areas of learning and promote children's learning and development well. Child enjoy water play and exploring mass and measure with their mathematical skills. Staff support children's learning, suggesting ways of pouring the water to see the effect. In the sand pit, children use a range of tools to make marks in the sand and explore how the texture changes as they pat and sprinkle the sand. Children enjoy carrying out small tasks for staff. They happily fetch tools and set up activities. Staff ensure all children are involved and have an opportunity for their ideas to be heard. For example, staff include younger, quieter children into the conversation with the older children and values their contributions.

The environment provides children with a range of resources to choose from, supporting learning in all areas. The free flow to outdoor play further promotes children's choices. Staff set up some activities outside, however they do not fully explore how the area can be used to promote children's learning across all areas.

Information staff gather when children start at the club helps them to identify children's

starting points. For example, staff chat to children about things they enjoy and ask them to draw a picture and write their name. This helps staff to assess children's communication and language, literacy and creative skills. On-going observations of the children inform next steps that staff then use to plan appropriate activities and experiences for the children. Staff use their good knowledge of the children to plan activities that will engage their interests and invite them to experience different parts of the educational programme. For example, using children's interests in dolls to promote their mathematical development and small muscle movements, through a construction activity incorporating play people.

Parents are encouraged to contribute to children's initial information forms, and share what they know about their child. This approach helps build good partnerships with parents and supports the relationship between the key person and parent. Daily discussions take place, allowing staff and parents to share information on the children as well as suggestions of how learning can be promoted at home.

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

Staff take the time to get to know the children well. On starting at the club, staff sit with new children and talk about their interests, what they enjoy doing, what makes them happy and sad and many other topics. This time spent with the children helps staff gather valuable information about the children and also establishes a secure relationship. Children behave very well and relationships between children of all ages are good. Staff use effective behaviour management strategies, such as distraction and explanations, to help children learn the difference between right and wrong. During activities, children play together pleasantly and cooperate well with each other, sharing tools and taking it in turns to help staff.

Children demonstrate a good understanding of safety. They handle tools with caution, knowing to hold the blades of scissors and pointing downwards when walking with them. Staff talk to children about fire safety during fire evacuations. On the walks back from school, children follow the rules they make up themselves, for example, 'no talking when crossing the road'. Children develop a positive understanding about healthy living through the provision of healthy snacks and daily routines. They independently manage their own care needs and wash their hands appropriately throughout their time at the club.

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

The staff team work well together and use each staff members' previous experience, knowledge and skills to provide high quality care and learning for children. Managers are clear about their responsibilities in meeting the safeguarding and welfare requirements. All staff receive safeguarding training and show a firm understanding of their responsibilities relating to reporting concerns and how to do so. Robust recruitment procedures ensure children are cared for by staff that are suitable. Thorough risk assessments and daily safety checks help to ensure that children play safely both indoors and outdoors.

The provider does not meet all of the requirements of the Childcare Register. This is because, during a brief occasion, they have not maintained the legally required ratios of staff to children, which is a breach of legal requirement. However, due to the short amount of time this breach occurred and the clear organisational skills of the manager, the impact on the older children's welfare was minimal.

The club manager works directly with the staff and children, monitoring the quality of the provision and providing a good role model. She works closely with the staff team and children to evaluate and assess the activity programme. For example, staff conduct 'children consultations' once a month where they talk to children about the things they enjoy doing and what they would like more of. This enables the manager and staff to review and make changes where necessary to improve the experiences for children. Staff are supported in their work through the regular appraisals that take place. This provides a formal opportunity for managers to evaluate staff's practice and discuss strengths and areas for development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register).
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register).

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	EY456336
Local authority	Westminster
Inspection number	894254
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	35
Name of provider	Westminster City Council
Date of previous inspection	not applicable
Telephone number	0207 641 8508

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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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