

# Waterloo Meadows Play Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	955484
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<b>Registered person</b>	Reading Borough Council
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Waterloo Meadows Out of School care registered in 1989. The club is run by the Early Years and Play Service department at Reading Borough Council. Waterloo Meadows Children's Centre is situated in central Reading. The group has use of the centre's facilities. A maximum of 40 children for the after school club and 50 children in the holiday club may attend at any one time. The holiday club is open every weekday from 08.30 to 17.30 during the Christmas, Easter and half term school holidays. The after school club opens Monday to Friday from 15:00 to 18:00 term time only. Children can be collected from local schools. There is a fully enclosed outside play area for the children to use.

There are currently 24 children on roll and children have a choice of attending morning sessions, afternoon sessions or all day. The club serves children mainly from the local community. The setting has provision to support children with special needs although none currently attend. There is provision to support children for whom English is an additional language. The setting employs six staff, with four working at anyone time. Of these, four hold a level 3 qualification and one holds a level 2 qualification. All staff attend three days in-house introduction to playwork level 2 entry level training prior to working in the setting.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Very good daily routines ensure children understand the need for good personal hygiene and staff reinforce this well. Children know that washing their hands after visiting the toilet and before eating helps prevent the spread of germs. Children benefit from very good hygiene procedures. Staff ensure the environment is clean and well organised to prevent cross infection. They use specific tables to eat from and ensure these are wiped before meals are served and sweep floors immediately after the children have eaten. Only staff who hold a food hygiene certificate are able to prepare and serve food. Mealtimes are sociable and children enjoy eating their own packed lunches and fresh fruit snacks in their chosen peer groups. Children can access drinks at all times and do so when they are thirsty. Children learn about healthy living and eating through the choice of snacks, participating in regular physical activity and staff following the healthy eating policy when preparing freshly home cooked food for the after school provision.

Children have their health and dietary needs met very well because staff work effectively with parents. They record all details of allergies and dietary needs on the booking forms and ensure this is up to date. All relevant people are aware of these needs when preparing and serving meals, snacks and drinks, and in addition children are reminded not to share their own food with one another. This safeguards children's wellbeing. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. All staff hold a current first aid certificate and the first aid box is easily accessible. This means they can give appropriate care if there is an accident. Children engage in a good range of physical activities that help keep them healthy and develop their physical skills. For example, football skills, using the hand propelled Lupo and climbing on large apparatus. This helps to increase their balancing, co-ordination and ball skills. Children demonstrate a good sense of space and move confidently during physical activities, especially when accessing the indoor area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Staff organise the indoor space effectively, allowing children to move around safely, freely and independently. Robust systems prevent unwanted visitors entering the premises and ensure the environment and the equipment is suitable and safe. Only staff open the door and check identification and vigorous daily health and safety checks monitor the premises, surrounding grounds and resources. This effectively promotes children's safety. Staff are vigilant and use risk assessments well to reduce potential hazards. They ensure the equipment and resources are clean, in good repair and are developmentally appropriate. This supports children's welfare. Children and staff practice the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Staff supervise children closely when playing outdoors because members of the public can access these areas and there is large climbing apparatus. They ensure all areas are safe before children go out to play.

There are clear and efficient procedures for outings that ensure children's safety and staff help children understand how to keep themselves safe when they leave the premises. Well maintained documentation supports and protects the children's wellbeing. Staff are very aware of child protection policies and understand the procedures to follow if they have any concerns. Staff

receive clear information regarding the signs and symptoms of abuse and regular training. This supports children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children thrive in the happy, tranquil and stimulating environment. They establish strong relationships with their peers and staff and this contributes to their enjoyment. They join in planned activities with enthusiasm, confidently self-select and adapt activities to their own ideas. For example making paper aeroplanes and seeing which one flies the furthest. Children have their individual needs met very well. Staff demonstrate they have very good knowledge of children's likes, preferred activities and interests and provide a wide variety of interesting and fun activities. Children join in planned activities with enthusiasm and welcome the challenges of different activities, such as decorating photo frames and sewing tortoises. They confidently think up their own ideas which staff embrace. For example, drawing houses and piecing them together to form a street. Staff display these, demonstrating they value the children's own work.

Staff effectively boost children's confidence and promote and build their self esteem with positive interaction. They provide activities which appeal to the children as well as introducing them to additional skills, such as steering the Lupo using the hand pedals and playing tactically at the chess game. Children are settled, extremely comfortable and relaxed in the setting. The flexible routine adapts to their requests and the wide choice of frequently changed activities keeps the children fully occupied and busy.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are treated with equal concern and their individual needs are respected and valued. Staff listen to their ideas and views and adapt the routine to accommodate their requests where possible. For example, staff clear an area so some children can practice their football skills inside due to the bad weather. Children benefit from accessing a well thought through varied plan of activities, as their preferences are considered during the planning process. This significantly contributes to their enjoyment. Children work harmoniously and in co-operation with others. Their behaviour is very good and they are beginning to learn acceptable social skills, such as sharing, taking turns and tidying away. They share the equipment well, especially using the Lupo and children support one another to achieve. For example, one child guides other children and gives them tips about how to successfully sew a tortoise. Children have a clear understanding of the boundaries and respond positively to staff's high expectations of behaviour. Staff are consistent when managing boundaries and do so sensitively and professionally. They praise and encourage good behaviour and use positive affirmations regularly to promote and increase the children's understanding of their high expectations. Robust and effective systems are in place to support children who speak English as an additional language. Similar systems are in place to support children with special needs although none currently attend.

Children receive excellent support from staff who are extremely attentive and supportive to their needs. They engage the children effectively in activities, talk about their experiences and speak to the children with respect. Children become aware of the wider society and foster an understanding through visiting the local community, including a nature ramble and

acknowledging festivals such as Easter, Eid, Diwali. The setting introduces traditional food and some art work, and liaise with parents to establish which traditional food would be eaten during these festivals. Children benefit from activities and resources which help them value diversity, such as books, dolls, board games, dressing up clothes and benefit from visits from specialist instructors to participate in activities such as street dance, archery, circus skills and drama. Staff build up strong and professional relationships with parents. They make sure they have regular exchanges to update parents about their child's day and achievements. Well presented documentation and leaflets inform parents about the provision and staff are always available for discussions. Children benefit from this relationship.

## **Organisation**

The organisation is outstanding.

Effective staff deployment ensures the children receive very good care and benefit from an extremely well organised environment. The site leader has very high expectations and staff respect and meet these effectively. Regular team meetings help to maintain high standards and to plan a varied and fun environment for the children. Record keeping systems are used effectively to meet all children's needs. All regulatory documentation and details are in place and kept for required periods. These are stored securely and confidentiality maintained. Extensive written policies and procedures work effectively in practice to promote children's health, safety, enjoyment, and ability to make a positive contribution within the setting. All staff have a clear understanding of these policies and implement them well. Parents are able to access all the policies and can receive copies on request. Management supports and encourages staff training and all staff attend an intensive training weekend before every holiday club. This helps to update and reinforce appropriate practice. Staff maintain ratios at all times and ensure persons not vetted are not left alone with children. This safeguards their welfare. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the setting had one recommendation to ensure there is written confirmation of who can and can not collect the children. This information is now included on each child's booking form and supports children's welfare.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)