

Lion Farm Playcentre

Inspection report for early years provision

Unique reference number 255253
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Inspector Jackie Nation

Setting address 2 Arley Close, Oldbury, West Midlands, B69 1EA

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Lion Farm Play Centre, Out of School Club is one of 13 provisions run by Sandwell Adventure Play Association (SAPA). It opened in 1974 and operates from a two storey building on the Lion Farm Estate of which SAPA have sole use. The play centre provides three services; a pre-school playgroup, open access play centre and an out of school club. There is a separate entrance for the out of school care provision which is located on the first floor and a separate entrance for the open access play centre, from which the playgroup also operates at separate times. Both ground floor and first floor areas have a large play room, toilets and kitchen. They also have the use of adjacent fields. The provisions serve children in the local community.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll, this includes 16 children in the early years age range who attend all aspects of the setting. All facilities are open Monday to Friday. The playgroup is open from 13:00 to 14:45 during school term times. The out of school club is open from 14:30 to 18:00 during term times and from 08:00 to 18:00 during school holidays. The Play centre open access service is open from 15:15 to 18:00 term time and from 12:00 to 15:00 during school holidays. The provision offers places to children aged up to 12 years. Children attend for a variety of sessions. The provision supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are four members of staff who work with the children. Two hold childcare qualifications and two are completing childcare training.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and confident in the care of a dedicated staff team. Children's care and learning needs are met in this welcoming and inclusive environment. A good range of activities are provided and focus on children's ideas and interests. Partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well and they get any additional support they need. Although the setting has yet to devise a system for self-evaluation the management and staff team ensure that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- evaluate and consolidate the assessment system to ensure children make progress towards the early learning goals

- ensure the complaints log is kept up to date and made available to parents on request
- develop the range of equipment and resources which reflect positive images of culture, gender and disability.

The leadership and management of the early years provision

Children's welfare, learning and development is promoted by an effective and friendly staff team, who are supported by a dedicated management team. Staff provide an inclusive and welcoming environment for children and their families in their local community. Staff have made a positive start in implementing the requirements of the Early Years Foundation Stage (EYFS) and have systematically reviewed and updated their policies and procedures to reflect the changes. Good attention has been given to the recommendations from the last inspection and this has a positive impact on the outcomes for children's care and well-being. Staff know the children well and have devised a system to observe and assess children's learning and development, in line with the requirements of the EYFS. This system has yet to be evaluated and consolidated to ensure children make progress towards the early learning goals. Staff work in partnership with other providers of the EYFS, to ensure children's progress and continuity of care. A record of children's progress is maintained by a key worker and children's achievements shared with parents. This ensures parents are provided with opportunities to support their child's learning and development.

Staff are committed to their work and act as positive role models, ensuring children play and learn within a safe and stimulating environment. The care environment is safe and secure and detailed risk assessments are completed and reviewed regularly to minimise risks to children. Children are supervised well and develop an understanding of how to keep themselves safe. They take part in regular fire drills and are aware of the safety and security rules of the setting. Children's welfare is safeguarded because all staff have completed safeguarding training and have a good understanding of the Local Safeguarding Children Board procedures. They have a clear understanding of the known indicators of child abuse and the action to take in the event of a concern about a child in their care. The written safeguarding policy is shared with parents. Partnerships with parents are well-established and this ensures all children's needs are met. Parents have access to an effective range of policies and procedures including, behaviour management and complaints, although the setting have not maintained an up-to-date complaints log.

Effective teamwork is evident throughout, staff are deployed effectively and the ratio between staff and children meets statutory requirements. Staff hold appropriate early years qualifications and have completed first aid training. All staff have been subject to a rigorous recruitment and vetting procedures to ensure they are suitable to look after children. All staff have regular appraisals and staff training needs are identified and well supported.

The quality and standards of the early years provision

Children enjoy attending this happy and friendly setting. Staff are caring and attentive and consistent routines ensure children develop a sense of belonging. A broad range of activities are provided for all children and link to children's interests, seasonal themes and festivals. Staff place a good emphasis on the value of play and children are supported in their learning by the staffs good knowledge of the EYFS learning and development requirements. The organisation of the environment ensures children have easy access to a good range of toys, resources and art and craft materials. Children are well occupied and show good levels of independence and achievement. They have spacious areas to move around and develop their play with their peers.

Children enter the setting with confidence and show enthusiasm for the activities on offer. Children's creativity is fostered very well. They enjoy role play, dressing-up, making up their own games, putting on plays and arranging talent shows. Some children enjoy the chance to catch up with their friends, they chat, eat a snack together and then decide what they would like to do. Children talk confidently about the activities they like, for example, making cards for special occasions and cooking activities. Children become fully absorbed in an art and craft activity of their own choice. Children use craft books to help them decide what to make and a number of ambitious creations evolve during the session that children continue to develop the following day. Staff give good support to children during these child-initiated activities by providing any additional resources or assistance they may need. A good selection of board games, construction, keyboard and computer games are available, together with equipment such as a snooker table and ice hockey table where children can play games together. Staff encourage positive relationships and children learn about the wider world through discussions and activities. However, the range of resources reflecting positive images of gender, culture and disability are limited.

Good attention is given to all aspects of safety and effective routines are in place for the safe collection of children from school. Children are developing an awareness of keeping themselves safe with discussions about road safety and as they take part in regular fire evacuation procedures. Staff have appropriate systems in place to support children's health and well-being. Healthy lifestyles are encouraged with topics about healthy eating, the provision of healthy snacks and well established hand washing routines. Children participate in a wide range of physical activities with good opportunities for outdoor play. Children access a varied range of equipment and take part in team games such as rounder's, cricket and parachute games. Children behave well and are encouraged to show care and consideration for each other. Any incidents are dealt with in a sensitive manner with a quiet reminder from staff. All children get on well together and they enjoy attending this setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection Ofsted has received one complaint that required the provider to take action. This related to the suitability of equipment in the outdoor area, managing children's behaviour, the supervision of children outdoors and the procedures for dealing with incidents.

We carried out a visit with regard to the complaint and set four actions for the provider to: ensure staff take the necessary steps to prevent the spread of infection and promote the good health of children with regard to effective hand washing procedures; take the necessary steps to ensure the accident record is fully detailed and shared with parents; take the necessary steps to promote the welfare of children particularly with regard to confidentiality and assess the risks to children in relation to the outdoor play area with particular regard to the slide.

The provider addressed these actions within the set timescale. The provider remained suitable for registration at the time the investigation was closed.

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.