

# Meadow Brook Playcare

Inspection report for early years provision

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<b>Unique reference number</b>	EY368195
<b>Inspection date</b>	23/10/2008
<b>Inspector</b>	Glenda Kathleen Field
<b>Setting address</b>	Meadow Children's Centre, Seaman Avenue, SAXMUNDHAM, Suffolk, IP17 1DZ
<b>Telephone number</b>	01728 6524114
<b>Email</b>	
<b>Type of setting</b>	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**

Meadow Brook Playcare were registered in 2008. They operate from the Meadow Children's Centre situated in the grounds of the Saxmundham Middle School, Saxmundham, Suffolk. The facility is registered to care for a maximum 24 children aged 2 to under 8 years. There are currently 56 children attending who are within the Early Years Foundation Stage (EYFS). The setting also makes provision for children older than the early years age group and is registered on the compulsory and voluntary parts of the Childcare Register.

The setting has the use of one large play room, kitchen and toilet facilities. Children can access the playgroup's secure outdoor play area directly from the playroom. The setting operates from 08.00 to 18.00 each weekday for 48 weeks of the year. A breakfast club operates from 08.00- 08.45 daily and an after school club operates from 15.15 to 18.00 daily. Nine staff are employed of whom six hold relevant early years qualifications and two staff are currently working towards qualifications.

## **Overall effectiveness of the early years provision**

Meadow Brook Playcare provides effectively for children in the Early Years Foundation Stage (EYFS). The warm relationships developed between staff, children and their parents ensure all children enjoy their time at the nursery and make sound progress. The provision works effectively with parents, carers and other professionals to ensure that all children are included and are able to participate fully in the setting. The manager is very aware of strengths and areas for improvement within the setting and demonstrates a strong commitment to further improvement to enhance the care and education provided.

## **What steps need to be taken to improve provision further?**

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

- clarify the procedure to be followed in the event of an allegation being made against a member of staff within the safeguarding children policy
- develop the process of self-evaluation to ensure strengths and weaknesses of the early years provision are identified
- develop opportunities for children to practise and extend their skills of Problem Solving, Reasoning and Numeracy
- further develop the use of observation and assessment to implement the next steps in children's learning.

## **The leadership and management of the early years provision**

The manager provides clear guidance to all staff and sound procedures are in place to support the successful running of the provision. Consequently children are

provided with a supportive environment in which to explore, play and learn. All staff are aware of their own roles and responsibilities to safeguard children. However, the safeguarding children policy lacks clarity to ensure that an allegation against a member of staff is dealt with effectively. Robust recruitment and appointment procedures are followed to ensure children are well protected and cared for by suitable and qualified staff.

The manager is committed to developing the service provided and is currently in the process of completing the self-evaluation for the setting. Plans are in place to extend the outdoor play area and provide a canopied area, increasing the range of learning opportunities offered and enable children to access the outdoors in all weathers. The effective use of staff appraisals identifies areas for professional development and staff are supported in attending further training to update their knowledge and skills.

The manager and staff work well with parents and carers. Effective settling-in procedures ensure children are happy and secure and parents leave confident in the knowledge that their children are safe and well cared for. The manager is developing systems to liaise with other settings delivering the EYFS to ensure that children's needs are planned for across the differing settings that they attend to ensure progression and continuity of learning and care.

## **The quality and standards of the early years provision**

Children are provided with good opportunities to help them make progress across most areas of learning and development. Staff have a sound understanding of the EYFS and plan activities in response to individual children's interests and abilities, so ensuring children are motivated and eager to take part. However the next steps for children's learning are not always clearly recorded to ensure all children are sufficiently challenged to move them on in their learning. Good information about children's routines and home life is gathered from parents.

Children benefit from an interesting range of child-initiated play and learning opportunities, supplemented by adult-led small and large group activities. Children freely select their own resources from the child-accessible storage facilities within the room, thus supporting the development of their confidence and self-motivation. Staff are well deployed and generally support children's learning well. As a result children are keen to express their ideas through discussion, drawing, painting and early writing. Staff confidently read and share books with children, consequently they independently access books for their own enjoyment and share their favourite stories with others. Children are provided with few opportunities to promote their problem solving, reasoning and numeracy skills and are not always challenged. Children benefit from an excellent range of activities outdoors, for example, children paint, play musical instruments to music, build a balancing walkway and a cardboard box train. They also enjoy the slide, see-saw, work bench with tools and sand play on offer.

Staff are familiar with each child's individual background and needs. They have a positive attitude towards inclusion to ensure every children is able to fully participate

within the nursery to help them achieve their full potential. Children are helped to acquire a positive attitude towards people who are different from themselves and staff are supportive in working with parents to help children develop an understanding of their own cultures and those of others. Effective systems are in place to ensure children with learning difficulties and/or disabilities are well supported and included throughout the provision. Children respond well to staff's consistent approach to expected behaviour which helps to develop their understanding of right from wrong.

Staff have a thorough understanding of how to create a safe and welcoming environment in which risk is minimised and regular risk assessments are carried out as required by the EYFS. The nursery promotes healthy eating practices by providing all children with a well-balanced range of nutritious snacks.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
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](http://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**

There have been no complaints made to Ofsted since registration.

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.