

# Hilltops Playcentre at Stones Methodist Church

Inspection report for early years provision

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<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 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).

## **Description of the setting**

Hilltops Play centre was registered in September 2008. It operates within Stones Methodist Church in Ripponden and is operated privately. The setting serves the local community and surrounding areas. Children are accommodated in one large play room with access to a quiet room and toilet facilities. Children access outdoor play in an area to the rear and the side of the church.

Hilltops play centre is open Monday to Thursday from 09.00 to 15.00 for 38 weeks of the year, term time only. The setting is registered on the Early Years Register. A maximum of 24 children may attend the centre at any one time. There are currently 35 children aged from 2 to five years on roll, some in part-time places. There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for 33 three and four year olds.

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

Overall the quality of the provision is good. Children have very good opportunities to explore, play and learn in a safe and stimulating environment, where they grow in confidence and fulfil their potential. They enjoy their time at the setting and good learning opportunities help to meet all children's needs and keep them motivated and actively engaged. All children and families are welcomed into the setting and their diversity is valued. Children are encouraged to recognise their own qualities and planned activities and resources promote children's understanding of the wider world. The management have an accurate understanding of their strengths and weaknesses and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- develop self evaluation and quality improvement processes to identify the settings strengths and priorities for development to improve the quality of the provision for all children.

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

The premises are well organised and indoor and outdoor space is laid out to maximise play opportunities for children. Children benefit from skilled and knowledgeable staff who are motivated and enthusiastic, supporting children to develop their full potential. Required adult-child ratios are met and very good levels of care and supervision ensures that children are fully supported. All policies and procedures reflect the EYFS and are individual to the setting they are robust

and fully support the good practice. The provision is effective in identifying strengths and weaknesses and is used together with information from regular quality checks by the local authority, leading to clear identification of targets for further improvement. Self-evaluation takes into account the views of children and parents and evaluates its provision for children's welfare, learning and development. However, these systems are not fully established. Staff are deployed effectively and work very well together, which ensures that the setting operates smoothly on a daily basis.

Partnerships with parents are exemplary, well established and ensure that children's unique needs are met through personalised learning and development. This has a positive impact on children's development learning and that children get a very good start in life. Parents speak confidently and knowledgeably about the good benefits of the setting and the positive impact on their children. Information about the setting and activities is of good quality, comprehensive and accessible to all parents. The successful settling in procedure provides staff with relevant information to establish children's starting points and capabilities. Regular and effective newsletters and the ongoing two-way flow of information, knowledge and expertise ensures that parents are encouraged to support their children's learning and development in meaningful ways. The centre has organised briefing session in partnership with the local authority for parents to develop their knowledge of the EYFS and in return support their children. Parents review their children's progress regularly and contribute effectively to their children's learning and development records.

Children are well protected because staff work with parents and take the necessary steps to protect children and safeguard their welfare. Staff are able to effectively implement relevant safeguarding guidance in the event of a concern being raised about a child's safety or welfare. The designated person is very clear about her roles and responsibilities and her knowledge of safeguarding is kept up to date through regular training.

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

Staff have a secure knowledge of the EYFS, the learning and development requirements and confidently apply this to help children learn effectively. All staff are involved in the high quality planning and organisation of a wide range of exciting indoor and outdoor activities that reflect the six areas of learning, which every child enjoys and is challenged by the experiences provided. Activities are planned to meet the full range of children's needs and help children progress, based on thorough and accurate observations and records, children make very good progress and have a positive attitude towards learning. Children are able to make choices and learn that while that there are several different options they can choose one at a time. They are self-assured enough to choose not to participate in music and movement, choosing to finish their creative work. They have excellent mutually respectful relationships with staff and each other and explain that they enjoy coming to the play centre and have best friends.

A warm and welcoming environment, where children's art work is valued and

attractively displayed, gives them a sense of security and belonging. Children are confident speakers because staff consistently interact, listen to them, valuing what they say and give them time to think and respond. Staff motivate children to try different methods to make something work, such as trying to make art materials stick to paper. Children enjoy looking at books independently or sharing books with friends. They listen intently at story time and some children are able to read signs around the nursery. Ready access to writing materials means that children use marks as a way of recording. For example, they record each others height on a chart. Most children are able to write their names, forming all the letters correctly. An effective signing in and self registration system for children help them to enhance their language and literacy skills. Children develop hand-eye coordination and know that tools can be used for a purpose, as they use scissors to cut out pictures and a hole punch to make individual baby books, relating to the current theme. Well organised daily routines and systems for tidy up time and snack time increases children's understanding of routines and awareness of time. Children are able to clearly explain what happens when the bell rings.

Children's good health is promoted through established daily routines, which encourage independence. Children clearly understand the need to maintain personal hygiene, using tissues when they need one and how hand washing gets rid of germs, which can make them sick. They have independent access to fresh drinking water daily. Children learn about food through planting, growing, caring for their plants and picking vegetables and have learnt to make butter and scones to eat at snack time. Staff demonstrate a high level of commitment to promoting children's safety. A thorough and comprehensive risk assessment ensures that children are kept safe at all times, creating a safe and secure environment where children thrive. Challenging physical equipment and daily 'workout' routines help children to move in different ways and improve their physical development. Children enjoy having visitors to the nursery, particularly as they teach them how to 'maypole dance'. Children's behaviour demonstrates their understanding of the clear and realistic boundaries in place. As a result, behaviour is consistently of a good standard and children develop caring and co operating relationships as they work harmoniously with others.

## 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?	2
How well does the setting work in partnership with parents and others?	1
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>	2
<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?	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

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