

The Play Centre

Inspection report for early years provision

Unique reference number	EY365523
Inspection date	09/07/2009
Inspector	Wendy Fitton

Setting address	Sion Baptist Church, Church Street, Burnley, Lancashire, BB11 2DW
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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 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

The Play Centre registered in 2007 and is managed through New Era Enterprises, a non-profit making cooperative. The premises are situated close to the town centre of Burnley in Lancashire within the Sion Baptist Church building. The group is registered for a maximum of 30 children from two years up to eight years on the Early Years Register and the compulsory part of the Childcare Register. There are currently 23 children on roll of whom 11 receive funding for early years education. The play centre supports families with English as an additional language.

Children have access to various rooms throughout the building. This includes two play rooms, a corridor area, quiet lounge area and the church gardens. There are suitable toilet facilities. The centre is open from 09.15 until 11.45 each weekday, during term time and some school holidays.

The registered provider has just appointed a new supervisor and employs volunteers and trainees. Four staff have qualifications in child care.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The play centre provides a very warm and welcoming environment where children and families are fully included. Children enjoy their time, they are safe and secure and progress in their learning and development. There are effective systems in place to meet all children's needs in liaison with parents, carers and other professionals. The play centre clearly identifies their strengths and weaknesses and there is an effective system for self-evaluation and the planning for improvement.

What steps need to be taken to improve provision further?

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

- ensure that all children have opportunities to be outside on a daily basis; and link both inside and outside play into the daily planning
- continue to develop the planning, observation and assessment of children; in order to meet individual needs and wishes as they progress towards the early learning goals.

The leadership and management of the early years provision

All staff work effectively as a dedicated team to provide quality care and education for the children. There is active involvement of all staff and the management in planning meetings to discuss and disseminate their ideas. The play centre continues to develop and improve practices and procedures and has responded positively to the previous recommendations raised at the last inspection. For example, children's individual developmental records are monitored and there has

been a review of the child protection policy to ensure it meets the welfare requirements. The group identify their main strengths and weaknesses. Plans are ongoing to further develop staff's knowledge and understanding of the observation and assessment procedures in line with the Early Years Foundation Stage.

Documentation which is required for the safe and efficient management of the pre-school is well organised and is reflected in practice to promote aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Most staff and management hold appropriate qualifications and are experienced and effectively deployed within the pre-school to ensure children are well cared for. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to manage or eliminate risks. Parents and carers receive comprehensive information about the setting which includes all organisational information, policies and procedures and the aims and objectives of routines, care programmes and curriculum information. Parents state they are very happy with the provision. There are links with the local children's centres and contact with the early years teacher team and the area special educational needs coordinator. The pre-school supervisor is being supported by the registered providers to continue to develop her service for children.

The quality and standards of the early years provision

Staff have sound knowledge of the learning and development requirements. They support children's learning through well planned activities and experiences with access to a range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the six areas of learning and children play freely and spontaneously. Staff respond to the information provided by parents and are beginning to plan for some individual learning needs. Each child has an individual file that shows some photographs of different activities and some observations of how they link to the areas of learning. However, this system is in the early stages as a new supervisor has just taken over the group. The planning is linked to a season, theme or special event. It is not clearly identified that the planning is for specific learning of individual children. Starting points, learning styles and interests are not clearly identified or assessed as children progress towards the early learning goals. Children's artwork and drawings are displayed in the files and around the environment and parents are welcome to view them and contribute any significant information to support children's development.

The learning environment is well planned and creatively organised to cover all the areas of learning. Children have free access to indoor opportunities throughout the session. However, the outdoor play area is under review and so the outdoor activities are limited due to the facilities and multi use of the area. Children develop their personal and social skills as they participate in circle time using greetings, welcomes and manners. They are familiar and confident with the routines and respond to positive praise and encouragement from staff to help them feel secure. They develop their independence skills as they tidy up, wipe the tables after snack and hang their own coats up. Children are beginning to identify

the letters in their own names as they self-register and are involved in the language enriched environment. They see and relate to alphabet posters, labels on displays and lots of different community languages used to support the diversity of the children attending. Children develop their mark-making skills through drawing and writing tools. They have plenty of space to move freely and use the physical play equipment to develop their physical skills and general well-being. They can relax and re charge their bodies in the book area and are provided with healthy snacks and regular drinks. Children develop their hand and eye coordination as they control the mouse on the computer, manipulate play dough and cut with scissors. They enjoy dressing up in favourite character costumes, they use paint and mediums to create their own art work. They use role play resources to develop their imaginations as they pretend with dolls and home play equipment. Children access a specific maths area and learn about height and measure as they calculate how tall they are. They find out how things work and use cause and effect toys and technology toys. They use shape sorters and posting boxes, a shopping till, weighing scales and different weights. Children are part of a very multicultural environment, they learn each day about differences and about different cultures through staff's own experiences of weddings and special celebrations. They learn about scientific concepts and technology as they use magnets, binoculars and a camera. They plant and grow seeds and flowers and they learn about processes when they bake buns.

Staff are fully committed to good quality care which actively promotes the children's health and well-being. Necessary steps are taken to safeguard and promote the welfare of children and an effective policy is in place for safeguarding. Staff know to report concerns to the supervisor who then involves the designated person of the group. Children learn about being safe and know about the boundaries when they see the gate across the top of the stairway. Children learn about being healthy as staff talk to children about hand washing, and covering their mouth when they cough. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others through the persona and empathy dolls. Staff are very positive, keen and interested in helping children learn and distinguish between right and wrong using positive strategies. Children's self-esteem is promoted as they see their own art work displayed and respond when stickers and badges are presented to acknowledge their achievements and tasks completed.

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

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Annex B: the Childcare Register

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