

# Playden

Inspection report for early years provision

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**Unique reference number**

EY388529

**Inspection date**

22/09/2009

**Inspector**

Patricia Webb

**Setting address**

St. Marys C of E Primary School, Shaw Lane, Albrighton,  
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**Type of setting**

Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Playden has been registered since 2009 and is privately owned. It operates from St. Mary's C of E School in Albrighton, Shropshire. The setting has use of the single storey school's dining hall with access to an enclosed outdoor area and playground. The group is open each weekday from 8.00am to 8.50am and from 3.15pm to 5.45pm, term time only.

Playden is registered on the Early Years Register. A maximum of 20 children may attend at any one time, of whom no more than seven may be in the early years age group. There are currently 50 children on roll, of whom four are in the early years age range. The provision for the older children is registered by Ofsted on the compulsory part of the Childcare Register. The setting has systems in place to support children with special educational needs and/or disabilities.

A total of four staff are employed within the setting, all of whom hold relevant early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are safe and secure in the setting, building positive relationships with their peers and the adults in a respectful manner. A close partnership with the school ensures that information is exchanged effectively to identify and meet individual needs and promote a consistent approach to specific requirements, expectations and the management of behaviour. Children make good progress in their development with a firm emphasis on their need for relaxation and social interaction before and after the structure of the school day. There is a strong commitment to ongoing improvement although the current process of evaluating the quality of the provision is still in its infancy, particularly involving input from all concerned with the provision.

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

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

- update the safeguarding policy to reflect the Local Safeguarding Children Board procedures
- extend the level of information recorded regarding children's abilities and stages of development, undertaking systematic observations to guide planning effectively for the next steps in each child's learning and development
- explore further strategies for involving children, parents and carers and staff in the process of evaluating the quality of the provision and its impact on improving outcomes for children.

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

Robust policies and procedures are in place to ensure children are safeguarded. Staff have a sound knowledge of child protection issues and keep parents informed of how they act in the best interest of the child at all times. This is slightly hindered as the current policy has not yet been updated to reflect the Local Safeguarding Children Board procedures. Clear vetting procedures ensure that all staff working with the children are suitable to do so, with many of the staff being familiar to the children as they work within the school during the main part of the day. Detailed risk assessments are carried out both indoors and outside thereby minimising risk and hazards to children.

The owner and staff have a clear sense of purpose with regard to meeting children's individual needs and developing their overall progress with specific attention to social and emotional development. The staff team hold a range of qualifications and experiences accessing a variety of training courses to expand and develop skills and methodologies in order to meet individual needs. Care and consideration is given to children with specific needs with staff working in close partnership with parents and other agencies where applicable to offer a consistent and professional approach.

The owner has begun the process of assessing the quality of the provision although the full involvement of all concerned is not yet established. Views and opinions have been offered through a parental questionnaire and the children do express their views through some activities although this has not yet been fully utilised to inform the evaluation of the service, reflecting on the impact the setting has on further improving outcomes for children. Staff work very well as a team, using their collective knowledge of each child from their school experiences to offer consistency and respect, encouraging children to develop their independence.

The partnerships with parents and the school are a strength of the success of the setting. Parents express much satisfaction with the service, understanding that their children need this relaxed and more informal time in their busy day to balance the structure of the school with their social development. The current staff group has a sound knowledge of the children in their care, much of which is shared verbally with parents at the beginning and end of the day. Children's enjoyment is enhanced as they have ready access to a wide range of good quality resources and equipment and use the available space indoors and outside effectively with unobtrusive adult supervision to ensure their overall safety and well-being.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a secure knowledge of the Early Years Foundation Stage, employing a flexible and effective key worker system to help children make good progress. Current staff know the children well and can articulate confidently where each child

is in their development. The process of obtaining information about children's starting points and recording observations and assessment is not yet formally established and this has the potential to hinder how any future staff may gain information about children's starting points and abilities. The flexible planning is used effectively as a framework for the staff to discuss with the children, many of whom then take off with their own ideas. For example, discussing the forthcoming harvest celebrations, some children then plan a nature walk to find items to be used to create a large collage, eagerly setting off to explore the wooded area in the school grounds. This demonstrates how staff give careful consideration to ensuring that children's needs, interests and abilities are considered when offering opportunities for enjoyable and challenging experiences. Where necessary, staff adapt or use additional equipment to ensure that all children attending are supported in order to fully participate in experiences, discussions and making choices.

Children's behaviour is good as they learn to consider the consequences of their actions on others as well as for themselves. As staff know the children well, they manage behaviour consistently, ensuring that where appropriate, children understand that what they have done is unacceptable and that there are expected boundaries and codes to be acknowledged. Good manners and mutual respect are demonstrated throughout the sessions from both children and staff, giving children opportunities to develop a sense of responsibility. Older children show care and consideration for the younger children as, for example, one child is assisted by an older friend when attempting to use the vegetable peeler to strip some bark from the discarded branches, reminding her about being careful and showing her how to use it properly.

A common-sense approach is adopted with regard to healthy eating as children have various choices throughout the week. Their snacks include toast, fresh fruit and occasionally some biscuits as they become aware that no food is 'bad' but that it would be sensible to eat some foods in moderation in order to keep healthy. Fresh drinking water is available as some children understand the effect that exercise and exertion has on their bodies. As children contribute to the activities selected, they freely access outdoor spaces as, for example, they become 'nature detectives', discovering their treasures of beech nut cases, woodlice and spiders. They become absorbed in their activity as some children strip the bark from the branches lying on the ground and marvel at how the colours and textures change as they get down to the bare wood. Wide and descriptive vocabulary is used to describe the 'silky, smoothness' of the bare wood, having pared through the silver bark and then the green tinged inner layer.

Children understand about keeping safe as they understand the boundaries of their behaviour, spaces they can access in the setting and use equipment and resources with care. They participate in fire drills regularly and ask permission to leave the room when necessary. They understand the importance of good personal hygiene as the routines followed are in line with school procedures for consistency. This approach results in children who are confident and self-assured in the setting. Their understanding of diversity and differences in society develops through celebrating various festivals and special events. They learn to value and respect the differing needs of others in society. Some activities are designed to gain some

insight into how the children enjoy their time in the setting although these comments are not yet being used to full effect to inform the setting's self-evaluation.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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