

Goldhill Adventure Playground

Inspection report for early years provision

Unique reference number	227018
Inspection date	11/08/2009
Inspector	Tracey Marie Boland

Setting address	Windley Road, Leicester, Leicestershire, LE2 6QX
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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).

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

Goldhill Adventure Playground opened in 1974. It operates from an adventure playground in the Saffron Lane Estate, Leicester. The playground serves the local area and has strong links with local schools. It consists of a fully enclosed play area offering a wide variety of outdoor play experiences and two buildings for indoor activities.

A maximum of 35 children may attend the setting at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS). The setting offers care to children aged over five years to eight years, although children may attend until they are 16 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access into the setting, although some activities have several steps leading up to them.

The group opens five days a week all year round. Sessions are from 11:30am until 4:00pm, during the holiday play scheme and 3:00pm until 6:00pm after school. Children are able to attend for a variety of sessions.

The setting employs nine members of childcare staff. All hold appropriate early years qualifications. There are four staff currently working towards a recognised childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Children happily enter an exciting and stimulating adventure play area that enables them to explore their creativity and challenge their physical skills and abilities on a variety of climbing apparatus, swings and slides. Staff are conscientious and formal safety measures are in place for most areas. Strong relationships have been formed between staff, children and parents and most required documentation is in place. Children are actively involved in a good variety of activities and events through the setting. Children's welfare is maintained as staff demonstrate a good understanding of safeguarding children and the management team have developed clear systems to monitor, evaluate and continually develop the service.

What steps need to be taken to improve provision further?

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

- develop further the use of risk assessments to include all new climbing equipment and review regularly.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

20/08/2009

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements which ensures children are well supported. Clear systems are in place for the recruitment of staff, volunteers and workers within the setting. Required checks are completed and clear routines ensure children are not left unattended with unvetted adults. Staff acknowledge the importance of training and development to maintain and enhance their professional practice and skills. Relationships have been formed with other professionals and settings that support the inclusion of all children and key workers have a good foundation in their understanding of effective working with children and young people with learning difficulties and/or disabilities. Personal care systems are sensitive to the needs of the children and young people who attend. Professionals from other agencies within the community supports parents and provides advice in various areas, such as welfare, employment and skills.

Children from a variety of cultural backgrounds attend the setting and staff are pro-active in their approach to equality. All children and parents are welcomed and their individual needs and preferences respected and addressed. Resources are provided that reflect diversity and the wider world and positive images are displayed. Children are involved in celebrations and activities that take place in the community.

Concise written policies are shared with parents within a prospectus and various leaflets outline the activities provided. The management team demonstrate a clear commitment to continuous improvement, and parent and children questionnaires and staff meetings enable them to identify areas of strength and development. Thorough risk assessments ensure the ongoing safety and suitability of the environment both visual and written, however, new climbing equipment and resources are not currently included which potentially compromises children's safety. Children's welfare is safeguarded as staff have a good understanding of child protection issues and their role and responsibility to protecting children in their care.

Staff are able to effectively support children throughout the day through as they demonstrate a good understanding of children's individual needs. Parents are encouraged to share information about their child to enable staff to continually meet their needs, however, required information regarding legal contact and parental responsibility has not been obtained which may compromise children's welfare.

The quality and standards of the early years provision

Children enjoy play opportunities and experiences that encourage their social, physical and emotional welfare. Activities are interesting, stimulating and at times are spontaneous to the children's ideas and suggestions. Some informal planning takes place which has clear aims and objectives of activities which are age appropriate and ensure the complete inclusion of children with learning difficulties and/or disabilities. Supervision is in response to the individual needs and abilities of all the children and key staff work cohesively to meet their needs.

Creative activities, dance and board games take place within two buildings, one of which also houses the 'tuck shop' and the food serving area. Arts and craft are planned although the children are able to choose also, and staff are spontaneous to their ideas during the day. The children are currently involved in making costumes and accessories for the forthcoming Saffron Carnival and have been making flamingo costumes, trees, birds and animals using a variety of materials and mediums specifically for the carnival. Children are involved in choosing the theme for their costumes and dance routines they will display during the celebrations.

Children are encouraged to 'take risks' within a safe and supervised environment. There are various climbing apparatus and equipment with a specific play area for children under five which has a variety of swings, slide, climbing frames of various sizes, bouncy benches, spring boards and a safety surface underneath made from bark. The older children access a wide variety of climbing frames and structures of varying levels and for the various abilities. A recently completed climbing wall with monkey bars for them to swing across, there are climbing platforms, a water slide, climbing frames and a rip cord to slide along. Rope/tyre swings are in place as well as football nets within the frames of the structures and upright logs of varying heights for them to manoeuvre across. Picnic tables are placed strategically within the grounds and a flower bed area and quiet zones are provided for the children and parents to sit and chat.

Large gazebos are also positioned outside which provide cover to sit and eat under and to participate in art and craft activities. Staff position themselves to ensure supervision in all areas and interaction with the children and parents is good. Parents are able to stay throughout the day if they wish although any children under five years are their responsibility.

Children also learn about the living world through their involvement in the club's own allotment, which is lottery funded and developed by staff and children. A few children access the allotment with staff to maintain and pick the fruits they have planted. Children have entered the fruits they have grown into competitions and also supply a local care club with fruit for the elderly. Foods provided at the club take account of any dietary needs and include healthy options such as fruit, salad, jacket potatoes alongside burgers, chips and sweets from the 'tuck shop'. Children are able to take money in each day to buy the food, drinks and sweets they wish to throughout the day.

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