

Bridge Children's Services LTD

Inspection report for early years provision

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Inspector Jill Nugent

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Email
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

Bridge Play Centre registered in 2000. It operates from a sports pavilion situated at Ashton playing fields in Woodford Bridge in the London Borough of Redbridge. Access to the building is at ground level directly from the car park. The provision is open every weekday during term time from 3.15pm until 6.15pm and from 8.00am until 6.15pm during school holidays. Children have use of a large indoor play area, two small play rooms and a secure outdoor play area.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children between the ages of four and eight years may attend the provision at any one time. Currently there is one child on roll in the early years age group. On the day of inspection at the holiday playscheme there were no children in the early years age group present.

The provision employs five members of staff, all of whom hold relevant qualifications. The setting supports children with special educational needs and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bridge play centre offers a stimulating play environment for children where they enjoy a variety of opportunities to explore creatively and develop new skills. A key strength of the provision is its inclusive approach and staff offer excellent support for children with special educational needs. They promote children's welfare effectively, working in liaison with parents to ensure that children's care and learning needs are met appropriately. The owner/manager encourages a reflective practice in order to work towards continually improving the 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 further the systems for monitoring and evaluation in order to continually drive and secure improvement for all children.

The effectiveness of leadership and management of the early years provision

The setting's documentation provides a very good framework for staff's practice. All the required policies are in place and these include effective procedures to ensure that children are safeguarded whilst at the play provision. Staff know what to do if they have any concerns relating to child protection. The manager conducts thorough risk assessments of the premises, and play activities, and particular

attention is paid to assessing potential risks on outings. Staff implement health and safety guidelines appropriately, including the completion of daily safety checks. Children's medical and accident records are well maintained.

The manager uses the play space available in the premises to very good effect in promoting a child-led play provision. A wide range of play activities are on offer and these are suitable for children of different ages and abilities. Staff are deployed on a rota system during the holiday playschemes so good ratios of adults to children are maintained throughout the day. The resources are rotated to take account of children's choices and extra activities are organised by staff to enhance children's enjoyment. In this way children have opportunities for both active play and relaxation.

The manager is experienced in the care and education of children with special educational needs and is proactive in ensuring a wholly inclusive setting. Children with special needs are assessed individually to enable staff to meet their needs effectively and to minimise any impact on other children in the setting. As a result, all children benefit from the flexible approach adopted by staff and their attention to every child's well-being. Children learn about equality and diversity in a wider world through finding out about different cultures, and religions, and participating in community events.

The manager is committed to a close working partnership with parents in order to cater for the needs of individual children. A welcome pack includes useful information about the setting and extra information is displayed on the notice board, for example, details of the weekly planning. The early years coordinator shares her observations of children's play and development with parents to encourage them to become involved in their children's learning. Staff liaise closely with children's schools, for example, following up individual children's interests at the after school club. Parents are extremely satisfied with the care provided for their children.

The manager involves staff in the ongoing evaluation of the play provision and actively encourages their professional development through training. Since the previous inspection many staff have gained National Vocational Qualifications. Systems have been introduced to encourage staff to evaluate their practice and set relevant targets for the future, for example, a monthly evaluation of the daily activities and a whole provision quality assessment. Parents and children's views are taken into account in this process, for example, by encouraging them to take part in circle time discussions or add written comments to a compliments book. However, these systems are not yet fully established so that there is a consistent and responsive drive towards continual improvement for all children.

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

Children enjoy selecting from the play activities on offer and become happily involved in their play. Staff involve children in the weekly planning enabling them to follow up their own interests. For example, children explore creative materials,

play computer games and table tennis. They like to relax, for example, watching television, reading a book or playing the keyboard. Staff interact effectively with children, engaging them in conversation and joining in their play. They support children in their chosen activities, for example, helping them to cut out 'pancakes' and 'toppings' for role play. Children are encouraged to think critically and solve problems as they play games. They develop new skills when taking part in adult-led activities, such as carving printing blocks or making papier-mâché models. In this way children are encouraged to be active and creative learners in a variety of play situations. They build close relationships with other children and adults, developing self-confidence and independence.

The system of observational assessment is adapted effectively for use in a play provision. It works extremely well in creating a visual picture of children's learning and development within a play environment. The early years coordinator collects and annotates photographs of children at play, showing how these play opportunities link to the six areas of learning. Children benefit from her use of these observations to highlight possible areas of development and to include these in the overall planning for the play provision. Consequently, children are encouraged to practise and develop particular skills, for example, using questioning more effectively or recognising patterns. Staff keep written diaries for children with special educational needs to ensure that their play and developmental needs are met on a daily basis. Children have good opportunities to take part in arts and crafts activities and especially enjoy role play. They can choose outdoor play activities in fine weather and, when the weather is inclement, have fun joining in action games indoors.

Children are encouraged to adopt healthy lifestyles and to be aware of how to keep themselves and others safe. There are various safety measures in place within the building to ensure that children keep safe whilst on the premises. Staff provide healthy snacks at teatime, including fresh fruit and vegetables. They liaise with parents regarding the contents of lunch boxes at the holiday playschemes, and offer advice about maintaining the quality of the food stored in the lunch bags. Children enjoy the social aspect of mealtimes, chatting in groups as they eat. Their behaviour is very good and they play harmoniously alongside others. Staff support children in solving disputes and taking turns. A buddy system is in use to help new children settle in to the provision. Consequently, children develop a real sense of belonging at the play centre, feeling valued and included as individuals.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1
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

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