

# Whitleigh Playcare

Inspection report for early years provision

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**Unique reference number**

EY393869

**Inspection date**

18/11/2009

**Inspector**

Julie Wright

**Setting address**

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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**

Whitleigh Playcare was registered in 2009. The play scheme operates in a scout hut in the Whitleigh area of Plymouth. The premises consists of a play room, office and associated facilities with an enclosed garden area for outdoor play. The front door is accessible via a slope and five steps. The play scheme has been operating for over 20 years on the same site. The play scheme is run by a voluntary committee and opens during term-time from Monday to Friday 7:00am to 8:30am and then from 3:15pm to 6:00pm. During school holidays the scheme is open from 7:00am to 6:00pm. The scheme is closed for a week at Christmas and another week at the end of August.

The play scheme is registered to care for a maximum of 24 children under the age of eight years at any one time, none of whom may be under the age of four years. There are currently 120 children on roll, 10 of whom are in the early years age group. Children aged up to the age of 12 years may attend the group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The manager who runs the scheme has been doing so since it opened and holds a level 3 qualification and is currently undertaking a level 4 qualification. There are an additional six staff who work on a part-time basis as need demands. All staff hold an appropriate qualification.

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

Overall the quality of the provision is good.

Children enjoy their time at the out of school play scheme. They form good relationships and are well cared for by a consistent staff team. Effective partnerships and communication systems are in place, which ensures that children's individual needs are met. Staff continue to develop their knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. They meet on a regular basis to review their provision and successfully identify areas to further develop and improve.

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

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

- develop opportunities for children to understand information and communication technology and to use programmable toys to support their learning.

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

Staff work very well together to provide safe and consistent care for children. Comprehensive policies and procedures are implemented in practice to promote and safeguard children's welfare. Staff are familiar with the Local Safeguarding Children Board procedures and inform parents of the duties to protect children. Robust vetting and recruitment procedures are in place to ensure that children are cared for by suitable persons. Frequent risk assessments are carried out on and off the premises. Staff are vigilant about safety for outings, for example, they conduct a full assessment of the areas used for the 'Forest School' activities. They notify the Woodland Trust of their intentions, which means that the location of the group would be known in the event of an emergency. The premises are adequately maintained and there is a secure entry system. Suitable health and hygiene procedures are in place to minimise the risk of illness and infection. Records and documentation for effective organisation are in good order.

Staff know the children well and have a clear awareness of their needs and requirements. They have close links with parents, carers and others and provide good support to children. Written messages are passed between the school, club and parents with relevant information about children's welfare. The setting works with other agencies to promote inclusion and provide additional support for children. Toys and equipment are set out to ensure equal access and to reflect children's interests and ideas. Space is used well to provide a variety of activities during the sessions which promote most areas of development. Resources are well maintained and stored appropriately. The planning sheet includes photographs of the activities available, which helps younger children to be involved and make choices. Some of the role play resources reflect everyday technology although mechanical and programmable toys are minimal. There are also limited opportunities for children to develop understanding of information and communication technology.

Staff promote very good relationships with parents and have regular discussions with them. The notice boards and handbooks provide clear information for parents about the setting. Displays of photographs show children in various activities and on outings, which families like to see. Parents provide positive feedback on the care given. They describe how happy and settled their children are and they value the provision. Staff have recently introduced additional information for parents with children in the EYFS, in the form of written 'reports'. They continue to make improvements to the setting. For example, they acquire funding for school holiday activities and staffing. Staff and committee meetings provide opportunities to evaluate and assess the provision and ensure progress. The group also demonstrates a commitment to staff training and development.

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

Children are familiar with the routines and take an active part in decision making. For instance, they share their ideas for activities and make requests for particular resources. They play very well together, sharing and cooperating within group situations. Children help to form the club 'rules' so that they learn to take responsibility and understand consequences of their actions. They develop positive attitudes and make contributions towards the running of the club. For example, children took part in a 'table-top' sale and then chose the resources as a result of the fund raising. This activity helped them begin to understand about 'work' and the value of money. Children are pleased to be in the club and quickly choose what they want to do when they arrive. They have good relationships with staff and each other. The routines and activities meet the needs of children attending. For instance, they enjoy a sociable snack time, with warm food in cold weather. A quiet area is available should children need to rest, relax or be in a small group. Children take an active part in the group and are happily occupied throughout the session.

Children learn about safety in everyday situations and planned topics or events. They walk in closely supervised groups to and from school and know what behaviour is expected from them. Regular fire drills help them to become familiar with the evacuation procedures. A trip to the local police station was interesting and exciting for the children. This helped them to become aware of people who help in the community. The 'Forest School' provides a natural environment for children to investigate and explore. Children develop independent skills in their personal care and follow appropriate hygiene routines. They enjoy baking activities and topics which encourage 'Healthy Eating'. Physical play opportunities are available indoors and out, which promote children's skills and coordination. Staff make observations on the children as they play and take account of their interests. They know the children's personalities and preferences well and provide good support. For instance, creative materials are readily available for children who like to paint, glue or draw. Staff offer to read with children and interact well with them during the activities. Written records help staff to note children's interests, behaviour and to plan for their individual welfare.

## 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	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

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