

United Play

Inspection report for early years provision

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EY393752

Inspection date

27/10/2009

Inspector

Patricia King

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

United Play was registered in 2009 and is privately owned. It is located in a porta-cabin in the grounds of the United Reformed Church and access is via a ramp. Within the building children have access to a playroom, wet room and associated facilities. There is a fully enclosed outside area for outdoor play.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register and voluntary part of the Childcare Register. A maximum of 16 children in the early years age range may attend at any one time and there are currently 10 children on roll. The setting is in receipt of nursery education funding and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are three members of staff employed to work with the children, all of whom hold appropriate early years qualifications. Opening times are Monday to Friday 7.30 am until 6.00 pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This provider has created a vibrant inclusive learning environment. Careful attention is paid to get to know the children well and staff work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. Positive partnership with parents, local schools and other agencies are established to ensure that all children are fully provided for and they get any additional support they need. A comprehensive range of policies and procedures is in place to support the safety and welfare of children and staff demonstrate understanding of how to use these effectively. Good systems to monitor and evaluate the setting's performance are in place to inform the setting's ongoing development.

What steps need to be taken to improve provision further?

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

- draw upon existing systems of self evaluation to maintain efficient assessment of performance and sustain ongoing improvement.

The effectiveness of leadership and management of the early years provision

Robust recruitment and appraisal systems ensure that all adults working with children are suitable to do so and a commitment to training and development informs and promotes up-to-date practice. A comprehensive and detailed range of operational policies and procedures are in place and regularly reviewed to ensure

they are contemporary and efficient. Staff demonstrate sound understanding of these documents, how to use them effectively to safeguard children and describe clearly how to take appropriate action to report any concerns they have.

The provider is well qualified, experienced and has a positive vision which has enabled her to establish a quality service to children and their parents to meet their individual needs. She is responsible for a knowledgeable, enthusiastic team of workers committed to a common aim of promoting children's welfare and helping them to make good progress in their learning. Together they have established a setting where children and their families develop a sense of belonging and ownership which positively promotes welfare and learning. The setting has established effective partnership with others involved in the children's lives, for example, local schools and pre-schools. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the setting. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey at the setting and in the home. Good systems are in place to support children with special needs and/or disabilities and to ensure children with English as an additional language make good progress, for example, displays and signs within the setting are written in the main languages spoken in the local community.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities within easy reach to promote independent choice and child led activities. A well resourced secure outside play area entices children to learn and develop in the fresh air. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. Reflective, ongoing self-evaluation by the provider and staff ensures that priorities for future development are clearly identified and acted on, resulting in a service that is responsive to the needs of all its users.

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

Children enter this setting with anticipation and enthusiasm eager to explore and take part in the range of interesting and stimulating opportunities offered to them each day. Staff have good understanding of the Early Years Foundation Stage and understand how children learn through their play. They encourage children to be confident and interested in their play developing positive attitudes towards learning. Staff spend time getting to know the children, their likes, dislikes and preferences which means they are fully informed and prepared to offer support or challenge where necessary for individuals

Staff skilfully use daily routines, such as snack and circle time, and spontaneous opportunities to promote communication and mathematical learning. They offer appropriate help and support whilst knowing when to stand back and let learning develop from the children's initiative and imagination. They demonstrate good role models and help children learn about keeping safe and healthy as they practise appropriate behaviour in activities and daily routines. For example, taking turns,

sharing and having careful regard for others. Children gain confidence to ask for help and support with an activity or the telling of a favourite story which they enjoy sharing and adding their own contributions. They are learning to show concern and care for others as they develop friendships, help each other and occasionally raise funds for others less fortunate in their community and the wider world. Children's knowledge and understanding of the world is well-promoted because differences are recognised and valued. For example, significant events are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices.

Children enjoy exploring and experimenting different textures and materials and use their imagination well in creative play. For example, they were enthralled by the texture and patterns created in the shaving foam, enthusiastically used the finger painting and hand prints to decorate their autumn tree display and proudly created Diva lights to celebrate Diwali. They use small tools and equipment with increasing skill as they roll, mould, and shape dough and malleable materials. Mark making and problem solving activities abound throughout this setting in organised and free play opportunities. Effective systems are in place to observe, check and record children's learning and parents are kept fully informed of their child's progress by discussion and detailed learning journals. Overall this setting ensures that children's welfare, learning and development are effectively promoted.

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	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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