

Extratime @ Woodingdean

Inspection report for early years provision

Unique reference number EY355991
Inspection date 18/03/2010
Inspector Chris Mackinnon

Setting address Ash Cottage, Warren Road, BRIGHTON, BN2 6DA

Telephone number 0560 1165 690
Email info.extratime@yahoo.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

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

Extratime @ Woodingdean registered in 2008. It operates from an annexe building and part of Ash Cottage, in the Woodingdean area of Brighton and Hove. The setting operates as an after school playwork provision and as a holiday play-scheme. The setting supports a number of children with special educational needs and/or disabilities. The setting opens five days a week during term-time from 3.15pm to 5.30pm. The setting is also open during school holidays.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged four to eight years may attend, with up to 24 children in the early years age group. There are currently 54 children on roll, with two in the early years age group. The setting also offers care to children aged over eight years. There is a staff team of 12, including the manager, and all have completed early years or playwork training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out-of-school play provision has a well trained staff team, and individual children's care and welfare is effectively maintained. Children have access to an organised and secure environment, where they can play and explore resources easily. A well presented programme of activities is provided, that successfully promotes children's learning progress. Staff take care to ensure all children are included, and consistently supported in their enjoying and achieving. Staff make appropriate use of self-evaluation, and demonstrate a positive approach to improvement.

What steps need to be taken to improve provision further?

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

- develop the range of diversity based activities and learning material within the playwork setting

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is effective and well organised. The manager and most key staff have completed level 3 childcare or playwork training. The staff successfully provide a varied playwork programme, that is designed to engage and involve children from four to eight years, and older. Staff include elements of the Early Years Foundation Stage framework, which they successfully combine with the Playwork Principles. Safeguarding within the setting is well organised and effective. Staff are vigilant and aware of potential hazards and security is well maintained within the play provision's buildings and grounds.

The setting has a range of strengths within its practice, particularly with the good quality of staff interactions, and support for children's achievement. The setting also provides a well planned and maintained programme of learning activities. Children's personal and social development is confidently fostered, and a stimulating range of play and learning resources are provided. Staff organise the care and learning in two rooms, and a good range of resources are well presented to offer choice and support for learning. Children can also adapt resources and be expressive with their play, making use of the floor space and outdoor garden play area.

The setting ensures children learn about equality and diversity. During role play and daily interactions with staff, children are helped to understand about disabilities and are introduced to a range of other culture festivals. The setting also has welcome posters and art-work displays that explore diversity, and support children's awareness of differences. The play provision's approach to diversity learning is being continually developed, and increasing the range of play items and activities that reflect diversity is an area for improvement.

Staff recognise the importance of reflective practice and make effective use of reviews and team meetings to assess the playwork programme. The staff are also committed to continuous improvement, and have identified a number of areas for future development. Staff key persons also consult regularly on the play experiences of individual children, and the range of learning opportunities provided. The setting maintains good links with parents and other carers. Children's enjoyment of the setting and their involvement in the activities is regularly shared with parents. Staff also gather written details and information on individual children's learning achievement for parents and carers. Parents are also able to contact the setting's staff by phone, at all times during its operating hours.

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

The playwork setting provides a well planned programme of activities to successfully encourage children's learning development. The range of activities is varied and based on weekly learning themes, and the children's individual interests. Staff are aware that children attend other settings for their main education, and the planning of activities within the playwork provision is effectively organised to complement their continued learning. The setting provides frequent opportunities for outdoor and physical play, and there is also an emphasis on self-organisation and generating activities based on the children's own ideas.

Staff show much skill and confidence in their ability to guide children's development during the playwork programme. Staff take time to foster individual children's personal development, and challenges that include problem solving and reasoning are well featured. Staff have a consistent knowledge and understanding of the six areas of learning, which are well included in the activities and their interactions with the children.

Children's progress and development is consistently monitored within the setting, and a designated member of staff is responsible for overseeing the younger children's welfare and learning. The setting makes effective use of key person working, and through the completion of observation records, individual children's achievement is successfully monitored and assessed. Staff are also able to review how children make progress, and provide support for their next steps in learning.

Children have a range of activities that effectively supports their future skills. Staff work closely with the children to extend their play, and challenge their creative thinking. Children engage in role-play activities, and have music, singing and expressive play sessions. Children become involved in making and designing art displays and projects. A well stocked art and craft area is provided, for construction projects with card, paper and mixed media. Children are provided with a range of learning challenges that involves communication, and the use of speech and language is strongly supported. Staff also set children challenges that include visual recognition and memory games.

Children's behaviour is confidently managed by staff, who follow a clear set of rules established and agreed with the children. Children are effectively guided and supported in learning how their actions affect others. Children also develop their cooperative skills, and learn to work together. Staff take care to ensure that all the children in the early years age range are effectively included, and their continued learning supported.

The playwork setting successfully maintains children's safety, and the premises are well organised to keep children secure. A full range of written risk assessments are used, and well organised safety procedures are also in place. The promotion of children's health is effectively organised. Healthy meals and snacks are provided and children regularly engage in cookery and food preparation activities. Children's physical development is well supported, with a range of sports, games and outdoor play. The children make good use of the setting's enclosed garden area, to be inventive and make their own play. The children enjoy using the play house and climbing frame, and have fun digging and working in the growing area. Children also have larger group activities and parachute games, during supervised access to a nearby wooded area and playing field.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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

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