

Play Planet - William Read

Inspection report for early years provision

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Inspection date	26/01/2010
Inspector	Suzanne Joyce Stedman

Setting address	William Read Cp School, Long Road, CANVEY ISLAND, Essex, SS8 0JE
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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

Play Planet Family Project opened in new premises in 2009. The group is situated on Canvey Island, Essex and is accessed via a flat surface to the entrance door. A maximum of 26 children may attend every weekday. The group is open from 09.00am to 15.00pm.

There are currently 66 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The group employs eight staff all have appropriate early years qualifications. This group is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have developed a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and interact well with all the children. They create an interesting and safe environment while encouraging children's independence and curiosity to learn. Children are recognised and valued as individuals and the written policies and procedures underpin the efficient running of the setting. The use of reflective practice and self-evaluation by the staff team ensures that any priorities for development are promptly acted on. The partnership with parents and the local schools is a strength of the setting and contributes to children making good progress.

What steps need to be taken to improve provision further?

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

- develop activities and resources to reflect similarities and differences
- develop pre reading skills via labelling

The effectiveness of leadership and management of the early years provision

There are very effective staffing levels and the staff are well qualified and committed to their ongoing professional development. They are very capably managed and work effectively as a team, which has a very positive impact on outcomes for children. Children are safeguarded by the staff's sound grasp of child protection issues and there are robust recruitment procedures to ensure that staff

working with the children are suitable to do so. Staff keep accurate records within registers and accident logs, which ensures children's welfare and safety. Full risk assessments are undertaken and daily safety checks are carried out regarding the premises and outdoor areas.

The staff team are committed and enthusiastic in creating a welcoming, stimulating and inclusive environment for children. There is a clear policy regarding equality of opportunities. Activities are planned to familiarise children with their own cultures and those of others, however there are limited resources and activities which reflect similarities and differences. Children have easy access to a wide range of resources and equipment, including recycled items for making models such as binoculars and telescopes.

Self-evaluation involves everyone connected to the group. The sessions are monitored and evaluated every day, staff review the success of activities and put into place children's ideas from early activities. Staff performance is reviewed through yearly appraisals and staff meetings.

Children benefit from the effective partnership between the parents and staff. Information is shared in a variety of ways, including newsletters, notice boards and home links books. Staff regularly ask parents to update them on children's interests and progress to ensure that they can continue to fully meet their needs. This close working relationship with parents and the effective partnership with other agencies enhance the care of children with special educational needs and/or disabilities or those who speak English as an additional language.

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

All the children make good progress in their learning and development because of broad and engaging practical activities, sensitive care and support, and a very conducive environment. Children relish the opportunity to freely choose whether to play indoors or outside. Children are all well prepared for later life and learning because of their accomplishments, responsible behaviour and good levels of independence and confidence. Staff make ongoing observations of each child's progress and are able to use the EYFS to accurately assess children's level of achievement. Staff react quickly to ensure that activity planning is securely based on children's ideas, interests, capabilities and enthusiasms.

Children are well behaved and good at sharing and taking turns. They have good relationships with each other and play happily together as they take part in role-play scenarios. For example, they take turns in matching pictures and colours often helping find the correct size and shaped figure for each other. They enjoy small group stories such as The Three Little Pigs joining in with areas of the story. Children use mathematical language as they discuss the sizes of play materials in the water tray. There are plenty of opportunities for mark-making and the group have started labelling items so children can self-select materials, however this requires further development to assist with pre reading skills. Children demonstrate their technology skills as they adeptly use the touch pad on the laptop to control

the cursor on the computer screen. The outdoor areas are used well to develop children's learning both inside and outside.

Children develop very positive attitudes to developing healthy lifestyles through eating nutritious snacks such as, wraps with cheese, carrots, cucumber, grapes, milk and water helping themselves promoting independence. Outside activities such as playing with the parachute engage children in vigorous activities. Good hygiene routines are observed and children are aware that they need to wash their hands before eating.

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
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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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