

Planet X @ Brewster Avenue Childrens Centre

Inspection report for early years provision

Unique reference number

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Inspection date

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Inspector

Anna Davies

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

Planet X was established in 1996 and moved to the Brewster Avenue Children's Centre, Peterborough in 2009. The setting offers out of school care and operates from rooms within the Children's Centre. Children have access to an enclosed outdoor play area of the adjoining infant school. The setting operates Monday to Friday during term-time from 7.45am to 9.00am and 3.00pm to 6.00pm, and during school holidays a play scheme operates from 8.30am to 5.30pm every weekday. Access into and out of the setting is at ground level and there are disabled toilet facilities.

The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently four children attending who are in the early years age range. In total, there are 154 children from four years to 15 years on roll, some of these attending regularly and some in very part time places. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff who work with the children on a full or part-time basis. The manager holds a National Vocational Qualification (NVQ) Level 4 qualification and is working towards a degree in Early Years. Five staff hold an NVQ Level 3 qualification and three staff hold an NVQ Level 2 qualification. Two staff are working towards higher qualifications. The setting is run by a voluntary committee and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The friendly and inclusive nature of the setting ensures that all children receive a warm welcome and enjoy the time they spend here. All children are fully included within the setting and have equal access to equipment and activities. Staff provide a good range of activities, both indoors and outside, to engage children's interest and support their learning and development. Effective systems are in place to monitor and evaluate the provision to ensure that areas for development are identified and actioned in a timely manner. Good partnership working with parents and the local schools that children attend ensures that the staff know the children well and are able to effectively respect and meet their individual needs.

What steps need to be taken to improve provision further?

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

- obtain information from the schools that children attend in relation to children's next steps of learning so that these can be fully supported in the setting

- record details of fire evacuation drills in a fire log book together with any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

There are effective policies in place to safeguard children. Staff are clear about the signs and symptoms of abuse and the procedures to follow should they have concerns about a child in their care. Robust recruitment procedures ensure that those working with the children are suitable to do so. Staff supervise the children well, for example, whilst they go to and from the toilets situated in the corridor, to ensure that other users of the building do not have unsupervised access to the children. Risk assessments are of good quality and are effective ensuring that potential hazards to children's safety are both identified and the risk minimised. For example, key pad entry systems prevent unauthorised people entering the main areas where children play and a long stair gate cordons off the kitchen area to prevent children accessing. Regular fire drills are practised with the children so that they are confident about what to do in the event of an emergency. However, these are not recorded in a fire log book together with any problems encountered and how they were resolved.

The room used within the children's centre is bright and welcoming. A good range of resources are freely accessible to all children at their level and free-flow indoor and outdoor play is offered for most of the session. This enables children to make choices in their play about what they wish to play with and where they wish to enjoy their time. Children enjoy warm rapports with the well-qualified staff team, many of whom also work in the local schools which children attend. This means that children are familiar with the staff and staff know the children's needs well, promoting consistency of care and helping them to feel safe and secure.

Close partnerships with parents ensures that parents remain fully involved in the life of the setting. Regular feedback is obtained from both parents and children so that the setting continues to meet the needs of its users. The Early Years Foundation Stage (EYFS) is explained to parents of younger children and they are encouraged to look at the individual planning for their children as well as the observations recorded of their children's learning.

The overall manager and staff have worked hard to fully implement all aspects of the EYFS. The manager uses her previous experiences to ensure that the EYFS is delivered to a good standard at this setting. There are clear systems of self-evaluation in place. Action plans identify areas for improvement and development with clear timescales about when these will be achieved. These plans are regularly reviewed to ensure that the setting continually moves forwards.

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

Staff support activities effectively. They take the children's lead, helping them to develop their play ideas and ask questions to promote their thinking and problem solving skills. Planned activities are linked to the areas of learning with clear learning intentions depicted so that staff are aware of the aims of the activity. Each child in the early years age range has a 'possible lines of development' (PLOD) chart which shows the areas that staff are working on with each child as well as their key interests. This information feeds into the planned activities. Staff who work alongside the children in the local schools bring some information back to the setting about what they are working on with individual children in school. However, there is no secure system for obtaining information about children's next steps of learning from the schools so that these can be more effectively supported in the setting. Observations are regularly recorded on younger children's learning and development and these are given to the relevant school to support and inform their assessment procedures for each child. Children with special educational needs and/or disabilities are well supported and integrated within the setting. All children are happy and settled and fully included in all activities.

Children enjoy spending time with their friends; chatting and giggling as they take part in activities with others. Their choices and decisions are fully respected by staff and they show care and consideration for one another. For example, one child tells a member of staff when she arrives that he has enjoyed reading a story to another child. Children enjoy reading favourite books and there is a good range of these situated in a comfy, inviting quiet area. They write their own labels, for example, on the necklaces they have made. These opportunities further promote children's literacy skills. Children problem solve as they are encouraged by staff to think about how they could attach different collage materials. They use weighing scales to measure ingredients when making fairy cakes which promotes their understanding of weight and measure. Numeracy is promoted through games such as bowling; seeing how many skittles they have knocked down and jumping on the numbered squares of a hopscotch game. Children enjoy designing and making. For example, one child designs a jungle scene and then uses different materials and other children's contributions to recreate his design on a larger scale. They confidently use the computer; matching objects that are the same, commenting 'those two are perfect' and they are able to read simple instructions on the screen. Children enjoy physical activity in the playground outside. They play football, bat and ball and basketball. Younger children have access to a low-level climbing wall to help with their balancing skills. Fine motor skill development is promoted through activities such as threading using thin cotton, small buttons and fabric.

There is always at least one qualified first aider working in the setting which ensures that minor injuries can be dealt with effectively. Healthy, balanced and nutritious breakfasts, snacks and teas are provided by staff and during school holidays parents are asked to provide a packed lunch for their child. Children have free access to a fresh fruit bowl and drinking water which encourages children to make healthy choices and to keep themselves hydrated. Children follow good hygiene routines, washing their hands prior to eating, using liquid soap and an

electric hand drier which reduces the risk of cross-contamination. Children begin to understand about keeping themselves safe in a meaningful way. For example, they have taken part in 'road safety' week within the children's centre, learning and refreshing their understanding about how to cross roads safely. Children behave well. They are familiar with the routines and practices at the setting and are respectful to one another and to staff, for example, spontaneously using manners when asking for things. Staff have a good understanding of behaviour management applicable to the ages and stages of development of the children they care for.

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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