

Play 4 Ages

Inspection report for early years provision

Unique reference number EY343827
Inspection date 25/02/2010
Inspector Vicky Turner

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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 4 Ages is owned and managed by Play 4 Ages Limited. The provision opened in 2007 and operates from a dining hall within Sevenoaks Primary School, in Sevenoaks, Kent. A maximum of 34 children under the age of eight may attend the setting at any one time. The setting is open each weekday from 3.15pm to 6.00pm during term time only. All children share access to an outdoor play area. There are currently 50 children aged from four to under eight years on roll, of these 15 are in the early years age range. The group also welcome children over the age of eight years. Children currently come from the school. The setting currently supports a number of children with special educational needs and/or disabilities. The group employs six members of staff who hold appropriate play work qualifications. One holds a level 4 qualification in playwork and an early years qualification, three hold a level 3 in playwork and two hold a level 2. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding setting.

The dynamic registered person and enthusiastic staff provide a stimulating, safe and inclusive environment for the children to play and learn. Children thoroughly enjoy their time at the setting because the adults work very well together with the school, external agencies and parents to meet children's individual needs. The rigorous self-evaluation process means that the setting has a thorough understanding of its strengths and knows what needs to be done to improve. The recommendation from the last inspection has been fully addressed and the settings capacity for continuous improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop staff expertise in using the Leuven scales to ensure that the play opportunities and the learning environment always contribute to and extend children's enjoyment.

The effectiveness of leadership and management of the early years provision

The registered person is very passionate and knowledgeable about playwork. She leads an effective team of enthusiastic play workers who share the vision of affordable high quality play based provision which supports children's development. Regular meetings provide staff with opportunities for discussions and

to reflect on their practice. Staff appraisals, induction and a staff training plan are in place to ensure the vision is fulfilled. The on-going self-evaluation process at all levels, means that the setting builds on its strengths and identifies areas for further development. The recommendation from the last inspection has been addressed. The setting is currently piloting the use of the Leuven Well-Being and Involvement scales.

All staff are thoroughly vetted to ensure that they are suitable to work with the children. There is a designated person for child protection and all staff have been trained in safeguarding and understand procedures to be followed if there are concerns about a child. The premises are very well secured. Comprehensive policies and procedures are in place to safeguard children. Staff take effective measures to reduce the risk of infection and the spread of disease. Daily safety checks, annual risk assessments and regular fire drills help keep children safe.

Staff create an environment that is conducive for children to play and ensures that they are well-supervised at all times both indoors and out. The setting is particularly well-resourced with attractive equipment and toys which meet safety standards and are accessible to all the children. Adult-led structured activities are displayed so children can choose to participate.

The setting celebrates the uniqueness of each child and provides an inclusive environment for children to play. They form strong relationships with children from other cultures and have access to a wide variety of multicultural resources such as books, posters and toys. They celebrate various festivals from around the world and also observe St Patrick's day, St Andrews day, America Independence day and Australia Day. Children with special educational needs and/or disabilities, looked after children and those who are learning to speak English as an additional language are well-supported.

The setting has established excellent relationships with the school. They liaise with the Reception teachers on a daily basis to share information about children's welfare, learning and development. The setting is supported by the local authority advisers, speech and language support workers, Social Services and Extended Schools Services. The setting supports other out of school provisions to deliver out of school service and share good practice.

Parents and carers are highly valued and are kept well informed through informal conversations, newsletters, emails, and photographic evidence. The weekly menu and planning are displayed and leaflets and booklets with information for parents are available every day. Parents and carers are offered the opportunity to make comments and suggestions about the setting through a designated book. Parents and carers say 'It is a fantastic After School Club with good value for money', 'the care is second to none' and 'staff are very friendly, helpful and approachable'.

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

The play workers provide a vibrant, stimulating and safe environment for children to play and learn. The setting works closely with the Reception class teachers, sharing information and incorporating their planning to successfully compliment the school's provision. As a result, children make very good progress in all areas, particularly in their personal social emotional development. Key workers facilitate the play work environment so children can choose their play opportunities to meet their unique needs. Photographic evidence and observations are shared with the school and parents and carers. Children thoroughly enjoy their time at the club because 'we get to do whatever you want and it's fun.' They happily engage in a wide range of fun activities such as table tennis, dressing up and using puppets. They enjoy toothpick art with clay and cook chocolate coated bananas.

Children understand that rules and boundaries keep them safe. Key workers seek children's views around their well-being and safety. They say that they 'always feel safe here'. They know they can talk to the adults if they feel sad or unhappy. There are play opportunities around keeping safe and children engage in role play and drama activities on 'What would you do if..?'. Parents and carers receive 'Having fun and being safe' booklets from the National Society for the Prevention of Cruelty for Children. The setting participates in Child Safety Week annually which raises children's awareness of personal safety in cooking, cycling, road safety, fireworks safety, safety in the home and the garden.

Children make healthy choices from a healthy balanced tea of pitta bread, cheese or tuna salad and yoghurt. Fresh fruit is available and children can access juice and water from the drinks station at any time. Staff are trained in food hygiene so all snacks are prepared safely and hygienically. Food allergies and medical needs are considered when preparing snacks. Children engage in daily physical activity both indoors and outdoors. They have access to the meadow, the field and the school playground. Children participated in the British Heart Foundation jump rope initiative to get physically active. Play opportunities around healthy cooking, drug awareness support children's understanding of a healthy lifestyle.

Children share a particularly good and comfortable relationship with their adults. They speak out, make choices and their own decisions. Children are polite and behave very well. They play well together and older children look after the younger ones. Children respect their environment and look after their equipment. They butter their own bread, serve their own tea and tidy up. They enjoy being 'Play worker' for the day when they take responsibility for managing the setting. Children are involved in choosing new equipment, planning the menu, play opportunities and fundraising activities. They contribute to the wider community by raising funds for the British Heart Foundation. Comic Relief, Children in Need and Helping Haiti.

There are plenty of opportunities for 'talk' through role play activities, snack time, dressing up, small world toys and on-going discussions with their adults and

friends. There is a well resourced book corner and wide variety of mark-making tools and equipment offer opportunities for writing. Cooking activities, games, puzzles, treasure hunts and board games provide excellent opportunities for children to develop their problem-solving skills. The setting is very well resourced with a variety of information and communications equipment and children have access to laptops and educational programmes to support all areas of learning which contribute to developing their skills for the future. They have a wormery, an ant world and plant sunflowers and cress, contributing to their knowledge and understanding of the world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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