

St James' Playcare

Inspection report for early years provision

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Inspector

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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

St James' Playcare was registered in 2009 and is privately owned. It operates from a large double portable building in the grounds of St James' Primary School in Wakefield. All children share access to a secure enclosed outdoor play area. The setting is open each weekday before and after school from 7.30am until 9am and in school holidays from 7.30am until 6pm.

The setting is registered to care for a maximum of 40 children from three years to under eight years at any one time, all of whom may be in the early years age range. There are currently 27 children on roll in this age group. This setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of staff, five of whom have appropriate qualifications and one member of staff is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This family-run setting provides a welcoming environment with a wide range of toys and activities available to all children to stimulate their interests. The individual needs of children are met well because all practitioners know the children well and are responsive to their personal needs. As a result, the environment is fully inclusive and every child is warmly welcomed and supported. There is effective provision for promoting the children's welfare and learning, which means they make good progress in their development. Very good relationships with parents and others involved in the children's care and learning have been developed. These partnerships make a strong contribution to children's achievement and well-being. The setting has systems in place to evaluate the service it provides in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the system of self-evaluation to identify strengths and areas for development in order to maintain continuous improvement, and demonstrate how parents' and children's views contribute towards it in a meaningful way
- develop further the range of experiences that enable the children to be more independent at snack time and be involved in preparing their snack.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of their role and responsibility in safeguarding children and protecting them. The setting has a child protection policy that clearly outlines the procedures practitioners will follow if they have any concerns about a child in their care. Regular safety checks are undertaken and risk assessments identify and eliminate risks and provide a safe learning environment for children. Risk assessments are undertaken for outings and these are included within the risk assessment record. All practitioners are subject to relevant checks to ensure they are suitable to work with children. There is a stable team of practitioners and many of them have worked together for a number of years, therefore providing continuity of care. Rigorous recruitment procedures and induction processes ensure that practitioners are fully aware of their roles and responsibilities.

There is a real sense of genuinely being welcomed and feeling valued by the family and the practitioners that operate this setting and this feeling is echoed by the children and parents. Many parents highly praise the setting for the quality of service that their children receive. Some of the practitioners have cared for other children from the same families in the past, therefore providing continuity of care. The parents are so happy and feel very reassured that their children are safe and well cared for, and have recommended the service to others. Communication between parents and the setting is very good; for example, friendly exchanges were observed between practitioners and parents, and information is exchanged regarding the children's current interests, developmental abilities and personal needs on collection every day. Parents are given lots of information on how to extend their children's learning at home. Regular newsletters and events ensure parents feel thoroughly involved in their children's learning and development. As part of the setting's self-evaluation process, there are generally good systems in place to identify areas for improvement. However, there has been limited feedback from the parent questionnaires to enable parents to be involved within the setting's self-evaluation process in a meaningful way. Partnerships with other early years providers are good; for example, transition arrangements with the local schools involve visits for children to meet staff, and information is exchanged about children's progress. This helps to promote continuity and support individual children's learning and progression within the setting.

The setting demonstrates effective ambition, vision and drive to maintain continuous improvement. It aims to develop the outdoor area further by providing raised beds for planting and growing vegetables. The setting has also applied for a grant to install solar panels to teach children about recycling energy. A comprehensive training plan has been devised through an effective appraisal system and this demonstrates practitioners' enthusiasm and commitment to continued professional development. The keep up to date with current childcare practice through accessing training and publications and through links with advisers within the local authority. Practitioners are well deployed within the setting, space is used well and a wide range of activities and experiences are offered to the children. However, the organisation of snack time does not facilitate

children's independence sufficiently because they are not involved in any preparation of the snack. The setting has steps in place to ensure resources and the environment are sustainable. For example, children are encouraged to sort and recycle household packaging, which they use creatively to make models. The setting actively promotes equality and diversity and practitioners have a good knowledge of each child's background and needs. They ensure that their own knowledge regarding different cultures is up to date and they have many toys and activities that represent diversity to help children understand the society they live in.

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

Practitioners have a good understanding of the learning and development and welfare requirements, which contributes to them effectively promoting children's welfare and learning. Children make good progress in their learning in relation to their capabilities and starting points. This is because a child-centred environment is provided, in which there is a wide range of toys and activities, and relevant educational posters, examples of children's artwork and photographs are displayed. Good use is made of resources within the local community to extend children's experiences. For example, practitioners accompany children on the walk from the local school. Practitioners have developed good relationships with the children through positively interacting with them and being involved in their play, which contributes to meeting their needs well. There is effective planning for play and exploration both inside and outdoors, with a balance of adult- and child-led activities and spontaneous events that result in children being creative and active learners. This includes planning for individuals to ensure that each child receives an enjoyable and challenging experience across the areas of learning. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning, which results in them enjoying their time at the setting. Effective teaching methods are used, such as asking children open-ended questions which challenge their thinking and support them in becoming active learners. For example, at snack time practitioners involved children in a discussion about the different types of food that help them to be healthy, such as fruit and vegetables. This helps children to learn about leading a healthy lifestyle as well as supporting children's language. Children's communication and literacy skills are also fostered through mark-making activities and their interest in books and stories. The children have extremely good opportunities to develop their physical skills, such as balance and coordination, as they play outdoors. On the day of the inspection children particularly enjoyed the wide range of activities outdoors, such as playing football, playing throwing and catching games, jumping on the trampoline and playing imaginatively with the sand and in the tent.

A key person is designated to each child to meet their individual needs, irrespective of background or ability. Practitioners glean information from parents at the start of the child's time at the setting and observe the children to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment. Observations are appropriately matched to the areas of

learning, and the next step of learning for individual children is identified within the assessments to inform plans. The assessment profiles are well presented and provide parents with an informative record of their child's progress that includes photographs and things that they have made. The children feel safe because practitioners provide a welcoming, safe and secure environment for children to play in. Children's health and growing independence are supported well. Children learn about the benefits of healthy eating because they are offered a balance of nutritious meals and snacks. Practitioners successfully provide lots of activities that capture children's interests and, therefore, they behave well. The children are learning about diversity and the world in which they live through talking about differences, celebrating different festivals and traditions, and having a good selection of resources that promote positive images of all people in society. Children's progress in communicating, literacy, numeracy, and information and communication technology skills is developing well so that they are well equipped with the skills they need in order to secure future learning. For example, children used mathematical language during imaginative play in the role-play area, which had been set up as a shop. Children used coins to pay for the goods that they had bought and the shopkeeper added the coins together to make sure that the customer had the correct money to buy their shopping.

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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