

# Pin Green Play Centre

Inspection report for early years provision

---

**Unique reference number**

146464

**Inspection date**

29/07/2010

**Inspector**

Susan Parker

**Setting address**

Webb Rise, Stevenage, Hertfordshire, SG1 5QU

**Telephone number**

01438 726749

**Email**

**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 assesses 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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**

Pin Green Play Centre is situated at the play/community centre in Hampsted Park, Stevenage.

It is an Open Access scheme for children aged 5 - 14 years, who may attend and leave as they wish. Children under the age of five may attend providing they are accompanied by an adult. This playscheme is run by Stevenage Borough Council.

The playscheme operates from a hall, an office, a kitchen, toilet facilities, and large outdoor play area.

The playscheme is open Monday to Friday from 09:00 - 12:30 and from 13:30 - 17:00 during all school holidays. It is also open on Tuesday - Friday from 15:30 - 18:00 and on Saturday from 10:00 - 12:30 and from 13:30 - 16:30 all year round.

The playscheme may care for no more than 40 children from five years to eight years at any one time. The playscheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playscheme supports children with learning difficulties and/or disabilities and also supports children who have English as an additional language

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good knowledge of each child's needs and interests, helping to ensure that these are consistently met and all children are supported in participating in the activities and daily routines of the setting. A key strength is the setting's good partnerships with local schools. This ensures that they are well informed about the service the setting provides and are able to exchange relevant information with staff, enabling them to provide consistent care and activities that successfully promote children's welfare and learning. The manager and staff are motivated and have a positive approach to self-evaluation. They are beginning to develop systems to support the continuous review of their work, enabling them to prioritise areas for improvement and offer a service, which is responsive to the needs of its users.

## **What steps need to be taken to improve provision further?**

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

- develop further the participation of children aged five to eight years in the planning
- develop further children's attitudes towards adopting good hygiene practices.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is promoted, as there are robust safeguarding procedures. These are reviewed regularly and the good induction procedures for staff ensure that the setting's responsibilities are clearly understood. Stringent checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and daily checks ensure that hazards are minimised. Good daily practice, such as the provision of some nutritious snacks and helping children to adopt good understanding of risk, means that children's welfare is promoted. However, children are not always encouraged to routinely adopt good hygiene practices

The manager and staff have a clear vision for the future; they involve older children in reviewing the setting's practice, however, this is not always the case for the younger children. Feedback is taken positively and the manager prioritises actions, introducing changes and reviewing the impact of these. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive. Resources are used well to promote children's learning and development. For example, staff are deployed effectively and good use is made of the children's interests and ideas. Children and staff have developed a wildlife area and a small pet's corner where the children can learn about nature. They also grow their own fruit, vegetables, and herbs. This promotes their understanding of healthy eating.

The staff have a good understanding of equality of opportunity, enabling them to provide a service, which is inclusive for all children and their families. They make sure that they understand each child's background, cultures, and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families, and recent experiences. The good use of resources, such as posters and books helps children to feel welcome and valued.

Good communication with all parents, including those who speak English as an additional language, results in good partnership working. Parents receive thorough information about the setting through brochures. The setting works very well in partnership with other professionals such as local schools that the children attend, further promoting consistent, appropriate care for children.

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

Children make good progress in all areas of learning and are supported in achieving because staff have a secure understanding of how children learn through hands on experiences. They observe children as they play, using this information to inform activity planning. Staff can respond quickly to children's developmental needs as adaptations to planned activities can be carried out on a daily basis. This enables them to provide relevant activities to promote children's individual

development.

The environment is welcoming and generally accessible, enabling children to make independent choices. Adaptations to the premises are ongoing. For example, young children have a home corner inside which used to be a cupboard. They can extend their play as they choose additional resources from nearby containers. Children's experiences are further enhanced as staff take care when setting out resources. They are aware of children's favourites but also change the resources frequently in order to offer new experiences.

Staff involve older children in the planning. For example, the children designed their own tree house, which has been installed to their exact specifications; however, this does not always include fully the youngest children. Children develop skills for the future as they share ideas and work together. For example, the children become animated and laugh together as they play with the vast array of outdoor equipment; they make a train using wheeled toys and rope.

Children like to talk about their families and friends, and recall events in their lives. Activities such as these provide opportunities for children to extend their vocabulary and develop their communication skills. Children's emotional development is promoted as they develop secure relationships with the staff. The consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. Children's understanding of diversity is developed as they participate in regular discussions, access relevant resources and celebrate festivals that reflect their beliefs and those of their friends.

Children's behaviour demonstrates that they feel safe. They are confident and therefore are actively involved in their learning, developing positive attitudes to this. They happily select resources and play independently or with other children and staff. Children are encouraged to be active learners and explore. For example, they learn how to care for the chickens, turkey, rabbits, and guinea pigs in the pet's corner. They also learn to grow plants in a variety of containers, such as recycled plastic bottles that they can continue at home even if they do not have access to a garden.

Children have opportunities to develop early reading and writing skills. Young children enjoy making marks in the sand and learn to use paintbrushes and play dough tools, whilst older children enjoy activities such as using computers and the graffiti boards, where they can talk about the sounds of the letters in their names and discuss each one as they write.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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](http://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