



The Playbase

Inspection report for early years provision

Unique Reference Number EY317308
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Inspector Andrea Rockett

Setting Address Barkston Ash Primary School, London Road, Barkston Ash,
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Registered person The Playbase
Type of inspection Childcare
Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Playbase has been registered since January 2006. It operates from Barkston Ash primary school which is situated in a small village on the outskirts of Leeds. Children have use of the school hall and associated facilities and a fully enclosed outdoor play area. They attend before and after school clubs during term time which is available from 07.30 to 09.00 and 15.30 to 18.00. The setting is registered to care for 24 children from the age of 4 to 11 years of age and there are currently 17 on roll. Children attend from the local primary schools in the surrounding areas. There are three staff members with appropriate childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a bright, clean and well maintained environment. They are independent when managing their personal toileting needs which helps to develop their confidence and awareness of hygiene practises. For example, they successfully use the soap and paper hand towels, which reduces the risk of cross-contamination. However, hand washing procedures require developing further. Parents are provided with clear written details for the exclusion of sick children, which helps to prevent the spread of infection. Staff hold current first aid certificates and have access to an appropriately stocked first aid box.

Healthy eating is promoted successfully as children are offered a varied selection of fresh food. For example, they help themselves to fresh fruit and make their own sandwiches at their café style snack table. Staff take account of parents wishes, so that children's individual health and dietary requirements are met. Children enjoy the independence of choosing their own sandwich fillings and making toast, which helps to extend their self help skills accordingly. They have a choice of drinks throughout the session, for example, milk, orange juice and apple and blackcurrant juice.

Space is negotiated well as children move around the school hall with ease. Their gross motor skills are promoted as they have access to a selection of activities both indoors and out, for example, cricket, football, skipping and pirates. Walking to and from school ensures children receive fresh air and exercise on a regular basis. Children move freely with pleasure and confidence as they show respect for each other's personal space. For example, when involved in role play and hiding behind the display boards.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to sufficient safe space to allow them to enjoy a variety of activities as the hall is large enough to give scope for free movement. They use a range of resources which are accessible and promotes their independence and choice. Furniture is of a suitable design and conforms to safety standards. The care room has security precautions in place, for example, the doors are locked and visitors must ring the doorbell. Outdoor play space is safe and is easily accessed from the premises.

Children's risk of accidental injury is minimised as staff conduct daily risk assessments to reduce potential hazards. For example, a table is placed in front of electrical cables to prevent children from accessing and tripping over them. Staff have a good awareness of security to maintain the safety of children. They are supervised at all times and there is a written procedure to follow in the event of a child being lost or not collected. They have clear procedures in place when they escort children to and from school. For example, children must walk in a crocodile

line guided by staff with the oldest children leading the way.

Fire doors are not obstructed and fire exits are identifiable, however, children have not practised the emergency evacuation drill. Staff recognise the protection of children is their first priority and they have a clear understanding of child protection procedures. For example, they are aware of possible signs and symptoms of children at risk. Staff maintain regular, informal communication with parents, which develops partnerships between all those involved in keeping children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled when entering the setting and respond to the warmth of the staff which promotes their self-esteem. Activities and play opportunities are appropriate to the ages and interests of the children attending, for example, craft activities and role play. Staff sit with the children, encourage conversation and have fun as they make Easter chickens from card and colour them with felt pens. Children have their own work folders where they keep a selection of their art work, for example, dot to dot pictures and collage pictures.

Imaginations are extended as children engage in role play, for example, they enjoy playing charades and dance and sing around the room with confidence. Staff achieve a good balance between supervised activities and allowing children to create from their imaginations. Children are confident speakers and use language to explain real and imagined experiences, for example, "my parents are coming to parents evening soon" and "I like playing chess". Staff listen to what the children have to say, they talk with them about what they are doing and value what they say which enables the children to be confident and independent.

Children have opportunities to play board games together and are able to choose toys and resources from the store cupboard which promotes their self-esteem. They enjoy playing Jenga with staff and are encouraged to skilfully find and remove loose wooden bricks without the tower collapsing. Children are able to relax, for example, they can watch television and use the play station at their leisure. They are motivated to learn new skills and are happy being cared for in an environment which caters for their needs well.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sense of belonging to the setting and become familiar with routines and expectations. Behaviour is good and children are aware of the settings boundaries, for example, they know to ask a member of staff when they are leaving the room to go to the toilet. Children are well mannered and remember to say 'please' and 'thank you'. They learn to take responsibility for their own behaviour and think about the needs of others as they share and take turns, for example, when playing board games. Staff praise children often, which promotes their self-esteem and

confidence.

Activities enable children to learn about themselves, each other and the world about them. For example, they have opportunities to sample different foods and complete jigsaws of the world. There is a written equal opportunities policy in place which is shared with parents. However, toys and resources to promote equal opportunities are limited. Children are treated equally and have equal access to the range of activities and toys available. They have written and devised their own club rules, for example, 'don't bully each other'.

The setting values and respects parents and a good partnership is established with them so that individual needs are understood. Written policies and procedures are available to parents, however, the complaints policy lacks detail. Parents have information about the setting through, for example, a parents information brochure and displays. They are informed of their child's care at each session through verbal discussion. This helps to ensure children's individual needs are met effectively.

Organisation

The organisation is satisfactory.

The group is organised and the staff work well together as a cohesive team. They promote children's welfare, enabling them to participate actively and have fun within a safe environment. Resources and activities are successfully organised and this enables children to develop their play and promotes their independence. Staff interact with the children appropriately, responding well to them and listening to their ideas, for example, they use good questions that extend children's thinking, vocabulary and learning.

A good range of policies and procedures are in place and are available to parents and recordings are in place. Parents share and contribute to records about their children which helps to ensure they are cared for safely and progress well. Documents are stored appropriately to maintain confidentiality and security. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop hand washing procedures to enable children to be aware of good hygiene practises
- ensure the emergency evacuation procedure is practised regularly
- expand toys, resources and activities to promote equal oportunities
- review the complaints policy and procedures to ensure they are up to date with requirements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk