

Gainsborough Adventure Playground

Inspection report for early years provision

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24/11/2010

Inspector

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Setting address

Gainsborough Adventure Playground Association,
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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).

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

Gainsborough Adventure Playground Association Ltd was registered in 2003 with the Playgroup being developed in 2008 although it has been running for 38 years. It then re-registered in 2010 as Gainsborough Adventure Playground Ltd. It operates from a purpose built unit set in two and a half acres of land close to the town centre of Gainsborough. GAPA Ltd serves the local area and has strong links with the local schools. GAPA Ltd is accessible to all children and there is a fully enclosed well-developed area available for outdoor play. GAPA Ltd opens Monday, Tuesday, Thursday and Friday 3.30pm until 6.30pm and Saturday 10.00am until 2.00pm term-time and 10.00am until 3.00pm during school holidays. The playgroup opens Monday to Friday during school term-times. Sessions are from 9.30am until 12.30pm. Children are able to attend for a variety of sessions. A maximum of 32 children may attend with 20 in the playgroup at any one time. There are currently 16 children attending who are within the Early Years Foundation Stage. GAPA Ltd also offers care to children aged over five years to eight years. GAPA Ltd is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. GAPA Ltd employs 10 members of childcare staff with five being employed in the playgroup. Of these, all hold appropriate early years qualifications. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are cared for in a highly innovative, warm and welcoming environment, where they are extremely well-supported in line with their individual needs. The inspiring and innovative use of space, resources and learning systems enable children to make outstanding progress towards the early learning goals. Children are fully safeguarded and their welfare is significantly enhanced and promoted through robust policies and procedures, which all staff have an excellent understanding of. Dynamic and effective partnership with parents and partnership working with other providers and professionals promotes an integrated, exceptional approach to children's care and learning. Excellent improvements have been made since the last inspection and the settings rigorous system of self-evaluation is continuing to move the setting significantly forward.

What steps need to be taken to improve provision further?

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

- help children to become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and

disability issues.

The effectiveness of leadership and management of the early years provision

Children are extremely happy and settled in the setting and they clearly relate well to the kind, caring and very knowledgeable staff team. Exemplary practices and procedures are in place to safeguard children. For example, robust recruitment, vetting and induction procedures help to ensure the suitability of the staff and safeguarding policies are followed to the highest standards. The setting is also securely maintained, with potential hazards identified and minimised through meticulously detailed risk assessment procedures. All staff are highly qualified and they continue to develop their knowledge through their exceptional commitment to ongoing training and development. Children are cared for in a vibrant well-planned environment. The premises are organised effectively, creating a warm, welcoming play space which is innovative and highly motivates children to learn and develop. All necessary records and documents are in place and are outstanding. They are completed with relevant information and used to safeguard children and meet their needs to the highest standard. The superb policies and procedures are clearly understood by all the staff and implemented exceedingly well in all areas. For example, the policy for inclusive practice gives utmost priority to children and families and is put into practice by highly skilled staff in this area. This results in equality of opportunity being extremely well-promoted throughout the setting. All staff gain excellent information from parents and carers, which enables children to make very rapid progress from their specific starting points. It also highly motivates staff to value each child in line with their individual needs. Partnership working with parents, carers, other professionals and outside agencies is outstanding. Information is continually exchanged and shared through the settings clear communication channels. Excellent systems are in place to keep parents up-to-date with their children's progress and development and parents are also actively encouraged to contribute to their children's observation and rigorous assessment records. Children benefit greatly because the setting liaises with external agencies or services to a high level. They work with a range of other agencies and professionals, in order to meet the individual needs of children and families. They nurture excellent relationships with local children's centres and have a clear understanding of the services they offer and how families can access them. All staff have a very good knowledge of the local area and how to access specific support actively contributing to building good relationships. All staff visit local schools with the children to ensure a smooth transition for all. The staff and management are extremely committed to developing the service they provide and they work with local authority advisors to make improvements where necessary. Robust improvements have been made since the last inspection, which have significantly enhanced care and learning experiences for children. The setting uses a highly effective system of self-evaluation, which is constantly being updated to reflect current outstanding practice in the setting to ensure children benefit from improved practice in all areas.

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

Children are cared for in a safe, secure, well-maintained setting. Robust health and hygiene routines are implemented and a clear exclusion policy is in place to minimise the risk of cross infection. Children benefit from a healthy diet, as nutritious snacks are freshly prepared by the children, such as, fruit, vegetables and cheese spread sandwiches. Fresh drinking water is freely accessible to children and systems are in place to ensure each child's specific dietary requirements are met. Children's awareness of being healthy enhances all aspects of their development within the setting. Children access outside play every day to fully promote their health and well-being. Children have rich, varied and stimulating opportunities to access a range of innovative and inspiring play materials outdoors, which fully promotes their learning. For example, they have developed their own building site, garden area and have access to a fully equipped musical, sound sensation stage. Children remain safe because of the vigilance of the staff team. Children's awareness of safety issues is also well promoted through discussions, activities and regular events. For example, children are encouraged to chop their own fruit up and make their own sandwiches at snack time using suitable equipment. Children are also encouraged to take calculated risks with staff reinforcing the possible dangers to help children to become aware of these and assess the situation for themselves. For example, when playing in the building site in the outside play area, staff advise children to be careful but encourage the innovative play. Children are making outstanding progress in their learning and development. Planning, observation and assessment systems provide an inspiring range of adult-led and child-initiated play experiences for children. Observations and assessments are effectively monitored to identify children's achievements and possible gaps in their learning experiences. Activity based next steps are planned for; observation and assessments are used to identify and plan for individual children's developmental next steps for learning. All children are settled and relate extremely well to staff. Children benefit from lots of hands on play experiences where they explore and investigate. For example, the well-developed sensory area where children relax, the well-planned home-corner environment where children play animatedly and the highly innovative, well-equipped outdoor play area. Children access a developmentally appropriate range of information, communication and technology toys and resources to support their learning. Children's communication skills are enthusiastically promoted during planned activities where they are encouraged to discuss and describe what they are making or using. Children also enjoy listening to stories and looking at books independently. Their problem solving, reasoning and numeracy skills are extremely well-promoted through counting, sorting and weighing activities. Children play co-operatively with their peers, learning to share and take turns. They are actively encouraged to be independent. For example, they are encouraged to put on and take off their own coats and shoes. At snack time, children also serve and help themselves to fruit, vegetables and make their own cheese spread sandwiches. Children's behaviour is outstanding, with staff using appropriate strategies to manage behaviour. Children's awareness of differences and diversity is significantly enhanced through their play, discussions and activities. All of this inspires children to be highly motivated to learn and develop and to reach their full potential.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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