

Playzone Centre 2

Inspection report for early years provision

Unique reference number	EY337457
Inspection date	25/01/2011
Inspector	ISP Inspection

Setting address	South Norwood Primary School, 34 Crowther Road, London, SE25 5QP
Telephone number	07834 516314
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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

Playzone Centre 2 opened in 2006. It is one of two out of school clubs and is privately owned. The setting operates from a hall in South Norwood Primary School. This is located in South Norwood, Croydon. The out of school club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 26 children between the ages of four and eight may attend at any one time. Currently there are 24 children on roll, nine of whom are in the early years age range.

The after school service offers a walking collection from local primary schools. The provider employs four staff, three of whom have a recognised childcare qualification. The club is open between the hours of 7.30am and 9am and 3.15pm until 6pm, Monday to Friday, during school term times only.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's welfare, care and learning needs are effectively met. Staff know the children well and although the partnerships with schools are still developing, they engage well with parents to meet the children's unique needs. Children play within safe and stimulating boundaries. They are becoming responsible, independent learners and activities are well planned to promote their current abilities and interests. The provider has a good capacity to maintain continuous improvement and promote effective outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- strengthen the partnerships with other settings further, in order to complement the education and care provided for the children attending those settings
- develop further the use of ongoing observational assessment to inform planning for each child's continuing development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through clear procedures that promote their safety and welfare at all times. For example, staff are clear about their responsibilities regarding child protection procedures. They know where to access important information and understand what to do should a concern arise. The setting is kept secure and staff are vigilant about the supervision of children. Daily

safety checks underpin the risk assessment and written records are kept for the premises, outdoor areas and school collections. The required records are in place along with a range of written policies and procedures. Effective vetting procedures help to make sure that only those suitable to come into contact with the children are able to do so. These measures all contribute towards ensuring that the children's welfare remains the group's priority.

The provider has a very positive attitude towards driving improvement within the setting. The recommendation set at the last inspection has been met and children, staff, parents and local authority advisors are all involved in the self-evaluation process. Systems for self-evaluation include the use of the Ofsted self-evaluation document, which is used effectively to identify areas of strength and to promote improvement where necessary. The group is currently working hard to improve links with other settings and schools and to develop the systems for children's observational assessments. This commitment helps to promote good quality outcomes for the children.

There is good provision of toys, resources and equipment. These are set out well to meet children's individual needs and promote the progress that children make. Staff enable children to choose their preferred activities after their school day and involve them in routine experiences, such as setting up and tidying away. Staff attend a range of courses to promote their professional development and are generally well deployed to meet the needs of the children.

Equality and diversity practices are good. Children's individual needs are well met and the setting is very inclusive. The needs and wishes of parents are addressed and children are encouraged to develop a positive sense of identity. Toys, resources and experiences promote positive images of diversity and promote children's awareness of the similarities and differences between themselves and others. The play environment is set out to meet the different needs of the children. All experiences are equally accessible to all children and promote variety and choice.

The provider strives to work closely with schools to maintain continuity for children and although basic information is shared, there are currently no clear systems for sharing children's progress. This limits opportunities for the group to complement the education and care they receive in other settings.

The extent to which the setting engages with parents is good. An effective range of information is shared and, overall, parents feel included, well informed and pleased with the care provided. They value the consistency in staffing and when any issues arise explain how the staff act quickly to try to rectify them. Parents are invited to share information about their children's current abilities, interests and needs when they join the club and are welcomed into the setting to share time with their children. This promotes clear consistency of care and learning for the children.

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

Children arrive confidently at the club after their school day and quickly make themselves at home. They are confident and friendly, settle quickly and follow routines well. Staff encourage them to self-register, set up the resources and choose what they would like to play with. This promotes their independence, a sense of responsibility and free choice.

Children enjoy free access to a good range of experiences that cover all areas of learning and engage their interest and curiosity. For example, some enjoy dressing up and taking part in role play or music and dance activities, which develop their imaginations. Others participate in mark making, looking at books or having discussions with their friends or the familiar staff team. This means their communication, language and literacy skills are well promoted. Turn taking games and computer programmes promote children's problem-solving abilities as they follow simple rules and instructions. Children are quick to point out their creations, including 'a flying man' and an 'aircraft' made from construction resources. This type of activity encourages children to explore and work things out for themselves. Overall, children develop the skills necessary to their future learning and development.

The use of observational assessment is developing well, within the context of this type of provision. The development records in place are still in their infancy, which makes it difficult to fully demonstrate children's progress. However, staff, parents and the children are all involved in building on children's current skills and interests and contributing towards future planning. Children are observed closely at play through the key person approach and their personal evaluations are used to continually provide a challenging range of meaningful experiences. This helps the staff to monitor each child's progress over time to promote their individual learning and development needs.

Children are responsible and actively involved in keeping safe. For example, they remind one another to set up resources carefully and space out sensibly when dancing to avoid bumping into one another. Children feel safe and demonstrate this through not being afraid to seek support from staff and through their engagement with one another. The warm, welcoming environment encourages children to feel at home and develop a good sense of belonging.

Children's good health is well promoted. For example, children take part in physical activity through a range of indoor and outdoor pursuits. They eat healthy options at meal times, including fresh salad and fruit. The meals include some cultural variations to promote inclusion and develop the children's awareness of foods from different countries. Effective hygiene routines help to prevent the spread of infection. These include staff and children washing their hands at the appropriate times, keeping equipment clean and preparing food hygienically. These measures help to prevent the risk of cross infection.

Children are well behaved and play amicably together. They share and take turns

in play and are kind and caring as they involve others in their play. Staff are good role models and praise children for their good behaviour and also when they do something well. In return, children are eager to help and develop a good sense of responsibility and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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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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