

Playtime Under 5's

Inspection report for early years provision

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Inspector

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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

Playtime Under Fives opened in 1993. It is privately owned and operates from one main room in a sports pavilion within Aldrington recreation ground in Hove, Sussex. All children share access to a secure enclosed outdoor play area. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 9.00am to 3.00pm during school term time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 50 children aged from two and a half years to under five years on roll. Of these, 37 children receive funding for early education. The setting supports children who speak English as an additional language and who have special educational needs and/or disabilities.

The setting employs six members of staff, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and their welfare is safeguarded because of the high quality provision and care provided by the staff. Excellent partnerships with parents help them feel involved in their children's early education and contribute to the children's overall well-being. Detailed planning systems are used to support children as they develop towards the early learning goals but staff do not always clearly plan for the emerging interests, needs and learning styles of each unique child. Some of the children's creative art work is adult directed, limiting their imaginations and how they express themselves. There is a strong drive and commitment to improvement, to enhance the provision for children even further, with staff evaluating their practice and updating procedures. Documentation is appropriately maintained but does not always respect confidentiality.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to explore and share their own thoughts, ideas and feelings, for example, through a variety of art and craft experiences
- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out,

- across all areas of learning and development
- improve the organization of the accident record to maintain confidentiality

The effectiveness of leadership and management of the early years provision

Effective strategies and procedures are in place to help safeguard children; these include a good range of policies and procedures, risk assessments and close supervision of the children at all times. All mandatory documentation is appropriately maintained and is stored securely off site. Staff ensure that accidents are recorded promptly but by adding a number of entries per page, for different children, it means that confidentiality is not maintained. This has a minor impact on the children's welfare. Staff are all appropriately vetted and have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment. They work well together as a team and as key workers to a small group of children, ensuring that children feel emotionally secure and comfortable in the harmonious group.

The physical environment is well organised, with a good range of resources which reflect positive images of diversity and equality of the social world; these are very well used by the children. All areas of the room provide children with stimulating play and learning experiences, and this, along with good teaching, contributes to their successful progress towards the early learning goals of the Early Years Foundation Stage.

There is a clear vision to provide quality childcare, as well as a strong ambition to drive continuous improvement within the group. Staff attend further training, draw up priorities for improvement such as the new allotment, updating policies and procedures as well as using self evaluation realistically and effectively. Quality assurance also forms part of their evaluation and further improvement. This all contributes to the improving outcomes for children.

The group has highly positive and excellent, inclusive partnerships with the parents. They are committed to providing parents with excellent information so they are fully aware of the care and education their children receive. These include the website, newsletters, verbal feedback and inviting parents to spend time in the group to see how their children are cared for. The views of parents are regularly sought through discussion and written questionnaires, with their suggestions and comments valued by the staff team. Discussion with parents indicates that they are extremely happy with the care their children receive. The comment how happy their children are to come each day, how actively they feel involved and greatly value the experiences their children receive. The partnerships with other childcare settings children attend and external support agencies are good, which benefits the children because everyone is working collaboratively to support their individual care, learning, and special educational needs and disabilities.

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

Children are able to develop a positive sense of who they are and of others because of the good quality care they receive. Staff treat every child with a lot of respect, as well as supporting them to build and develop positive relationships with each other through the good key person system. All of this contributes to their developing confidence and self esteem. All of the children show initiative, perseverance and a keen interest in learning because they are cared for in a stimulating and fun, enabling environment. They make full use of all areas within the room, moving confidently between the activities, making their own decisions about what they do and play with. They chat animatedly and show compassion towards their peers. For example, one of the children rubs another's back when they start coughing heavily, offering them comfort. All of the children behave very well and benefit from plenty of praise and encouragement to foster their self esteem and confidence. Staff plan and provide children with a broad range of interesting and challenging activities, both in and outdoors, which incorporate all six areas of learning. Staff monitor progress through observations and assessment, using the information gained to support their individual key children. The children's learning journals show that children are making good progress in all areas of development. The planning is an area for further development to ensure it reflects the needs and interests of those children currently attending. Themes, on a two-year rolling programme, form the basis of their planning, with specific adult-led activities provided each day. These help children gain specific skills but, at times, are overly adult-directed. This particularly relates to art and craft, which does limit how children explore different materials independently and develop their creativity. Children do engage in free painting, mark making and plenty of role play, all of which support their imaginative play. Activities such as drawing shapes in shaving foam are delightful opportunities to experience messy, sensory play, as well as learning more about how to make a square or circle. Children listen to stories with enjoyment, and take a book home to share with their families and support their developing literacy skills, a key skill for the future. Children are given uninterrupted time and space to learn how to use technology, such as the laptop computer, which they do successfully. The group has formed links with nurseries in Gambia and this helps the children learn about other countries, cultures and the social world around them, as well as treating each other with respect regardless of their ethnicity or culture.

The children's good health is promoted through daily routines and because the physical environment is kept clean and is regularly maintained. Children learn about keeping healthy through fresh air and exercise, as well as eating a well-balanced diet. They have regular drinks of water and enjoy their food at snack and meal times. These times of day are wonderful social occasions, when the children have the opportunity to chat and gain independence as they learn to manage their own packed lunch and pour their own drink. They are then able to leave the table after eating, to sit and look at books or play quietly while their food digests. Their safety is also given due consideration as they learn to keep themselves safe. Staff act as good role models, keeping vigilant at all times. They teach children about simple safety measures such as sitting carefully on a chair and walking indoors

rather than running. Regular fire evacuation drills, as well as visits by the emergency services all contribute to helping the children understand more about staying safe.

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	2
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met