

The Playbase

Inspection report for early years provision

Unique reference number	EY317308
Inspection date	26/05/2011
Inspector	Sandra Ashworth

Setting address	Barkston Ash Primary School, London Road, Barkston Ash, Tadcaster, North Yorkshire, LS24 9PS
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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).

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.

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Description of the setting

The Playbase is privately owned and managed and was registered in 2005. It operates from the main school hall and associated facilities within Barkston Ash Primary School in the Tadcaster area of North Yorkshire. Children have access to a secure enclosed outdoor play area.

The out of school club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from three to under eight years may attend the setting at any one time. It currently takes children from four to 12 years of age. There are currently 33 children on roll of whom 13 are under eight years. Of these four are within the early years age group. The out of school club is open each weekday from and 3.15pm to 6pm during term time only.

There are four members of staff who work directly with the children. Of these, one holds a foundation degree in early years, two hold a qualification at level 3 in early years and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very enthusiastic to play and learn in this fully inclusive setting. Independence and working together is mostly encouraged exceptionally well throughout the safe, well organised environment and effective routines. Staff greatly value children's creativity and support this extremely well to extend learning through all areas of development. Outstanding partnerships with parents and staff's thorough knowledge of the Early Years Foundation Stage ensure the needs of individual children are met. Exceptionally strong links with other providers, such as the school, ensures a highly complementary provision. Excellent systems are in place involving all staff, children and parents in the process of self evaluation and maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- provide increased opportunities for children to further extend their self-help skills during snack time.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are excellent and staff's comprehensive knowledge in the effective policies and procedures, help keep children safe. Robust recruitment and vetting procedures of staff are in place to ensure their suitability to work in the

setting. Exemplary procedures and risk assessments are in place to identify and minimise risk in the environment both indoors and outdoors.

Excellent self evaluation processes reflect the strong commitment the setting has to continually improve. Staff, children and parents are involved in developing well-targeted plans which have a highly positive impact on the setting and children's well-being. Thoughtful and excellent deployment of resources allows the children access to continuous provision and space to play and learn. Equality and diversity is well promoted through positive images in resources and staff acting as exemplary role models. Staff have an exceptional knowledge of children's individual needs and backgrounds which is reflected in how well children's needs are met.

Excellent partnerships are in place with the schools the children attend during the day thus providing an exemplary complimentary provision, which extends learning beyond the classroom. For example, staff provide learning opportunities at the setting when children require extra support and teaching staff at the school contribute to the children's 'Learning Journeys'. Parents are well informed about their children's time at the setting and are invited to attend regular events such as Summer barbecue's and disco's, to develop further the highly positive relationships. Parents comment that "staff are approachable, always on hand to answer any questions, polite and fun with the children, who don't like to go home".

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

Children are very confident and have strong relationships with staff and peers. Children are independent and enthusiastic to support others through activities and the routines, which demonstrate the children have a great sense of belonging. Children show an excellent awareness of how to keep themselves safe as they contribute to the risk assessment process. For example, the children tell staff they need to be careful running outside as the rain could have made the playground slippery. Staff have a strong consistency when managing behaviour and clear routines support children's exemplary behaviour. Board games provide the opportunity for children to play in groups, take turns and congratulate each other when a peer wins. Children confidently follow clear routines by collecting snacks and drinks and taking them to a designated table, which children clear away when they have finished. Opportunities for children to further increase their self help skills such as spreading their own toast and pouring their own drinks have not been fully explored.

Staff are very knowledgeable in the Early Years Foundation Stage and this reflects in exemplary practice. Observations are carried out by staff allowing them to track children's development through all areas of learning. Individual next steps are devised from these systematic observations which supports children's enjoyment and achievement extremely well. Continuous provision, indoors and outdoors, allows children to independently access a wide range of resources and staff are skilled at building on children's interests and extending learning opportunities. For

example, building with junk modelling led to building boats in groups with discussions of what materials are heavy and light and taking them outside to the puddles to discuss why some floated and others sunk. Staff support the children's inquisitive minds very well and encourage creative thinking by listening and challenging children's thinking. Familiar words and numbers are displayed in the environment and used well by the children. For example, tidying the toys away in correctly labelled boxes and how many children can play the board game. All of which supports children to develop skills for the future very well.

Children's creativity is thriving and staff skilfully prolong attention and offer guidance when children need support. Staff steer children excellently through a process which began with making crowns to performing a pantomime for the rest of the group. Positive praise is provided throughout play developing the children's self esteem and giving them confidence to be creative.

The extent to which children adopt healthy lifestyles is outstanding. Children show an awareness of healthy eating as they are involved in developing the snack menus. Hygiene procedures are followed rigorously and staff reinforce these procedures by prompting children if they have not washed their hands, building emphasis on its importance. Water is available for children to access freely throughout the play session. The well organised setting allows children the opportunity for physical activities both indoors and outdoors.

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