

# Wallace Close Playcentre

Inspection report for early years provision

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**Unique reference number** 255260  
**Inspection date** 06/06/2011  
**Inspector** Karen Cooper

**Setting address** Darley House, Wallace Close, Oldbury, West Midlands, B69 1HT  
**Telephone number** 0121 544 0834  
**Email**  
**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**

Wallace Close Playcentre originally opened in 1972 and is organised by the Sandwell Adventure Play Association (SAPA). The playcentre operates from the basement in Darley House, Oldbury and offers an 'open access' play provision. The playcentre serves children in the local community.

A maximum of 16 children under eight years may attend the playcentre at any one time. There are currently 120 children on roll of whom, five are within the early years age range. It is the admission policy of the playcentre to allow children up to the age of 14 years to attend. The playcentre is open each weekday, during school term times from 3:15pm until 6:15pm and school holiday sessions are from 2pm to 5pm. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

Two members of staff work with the children and hold appropriate playwork and early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides children with a friendly, well-organised and secure environment. Children have access to a variety of toys and resources which help them to make good progress in their learning and development. Children are valued and treated with equal concern. Positive links are well established with parents, the local schools and Sure Start Centre which ensures inclusive practice for all children. The staff are fully aware of their strengths and weaknesses and constantly strive for improvement. Policies and procedures are mostly effective and documentation is stored appropriately to ensure confidentiality is maintained.

## **What steps need to be taken to improve provision further?**

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

- develop further observation and assessment systems to ensure children make progress towards all areas of learning
- ensure the daily record of children looked after includes their full name.

## **The effectiveness of leadership and management of the early years provision**

The staff are fully aware of the local safeguarding procedures and have policies and procedures in place which are effective in safeguarding children. The staff have attended training and are clear about their role and responsibility to protect children in their care. Children are cared for in secure environment and a written risk assessment has been carried out on all parts of the premises to ensure children's safety is fully protected. Staffing arrangements are organised to meet the needs of the children and there are robust employment procedures in place to check staff suitability. Indoor space is organised effectively creating a welcoming, child-friendly environment which enables children to play in comfort.

The staff work well as a team and are committed to raising outcomes for children. There is a detailed self-assessment document in place which is used as a working document to ensure that strengths and areas for improvement are clearly identified. All recommendations from the previous inspection have been fully met and implemented. The staff have formed good links with other settings that the children attend including the local schools and Sure Start Centre and there are effective systems in place to share information about children's individual needs to ensure continuity of care.

The staff work well with parents and carers, valuing their contributions as partners in their child's care. Parents are provided with a prospectus and notice boards and posters displayed throughout the setting include useful information, such as, staff qualifications, complaints procedure, daily routine, ground rules and fire evacuation procedures to ensure both children and parents are fully informed of the service provided. Documentation is well organised and regularly reviewed to comply with requirements. However, the daily record of attendance does not include the children's full name to ensure their welfare is fully protected. Children are valued and staff foster positive links with the children's own culture, home life and language, involving parents and other professionals. The staff make the most of diversity to help children understand the society they live in. There is a variety of toys and resources to ensure all children feel included and valued, such as, dolls, figures, role play and posters and pictures.

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

Children enter the setting confidently where they are treated with kindness and concern by caring staff. Staff demonstrate a good understanding of children's needs, interests and personalities which helps them to nurture their individuality. Children have formed positive relationships with staff and are happy and settled. Staff base their planning on what they know children will enjoy and on what they can do on admission to the setting. The planning is very flexible and the staff respond to children's individual ideas and interests and follow these through. This ensures children are provided with a broad range of interesting activities which are

both adult-led and child-initiated and most of all fun for the children to join in with. The staff observe the children as they play, however, the information gained from the observations is not used sufficiently to ensure children make progress in all areas of learning. Samples of children's work is collated in individual folders and shared with parents.

Children enjoy their time spent at the setting. Younger children eagerly join in drawing activities and concentrate well as they draw flowers and heart shapes to glue onto their pictures. All children enjoy a wide variety of creative activities including painting, baking, collage and printings. Older children love using the computer to play games and compete against each other, for example, when playing football and tennis and have access to a pool table. Children are encouraged to appreciate music and electronic equipment is available for them to listen to their favourite tunes. Children also benefit from a range of activities outside the setting, for example, they visit the local park, soft laser centre and rock climbing centre. All of which help develop children's physical and social skills.

Visitors to the setting help raise children's awareness of how to keep themselves safe, such as the police, fire department and lifeboat centre. Children are aware of the expectations of staff and respond positively to reminders from the staff to share and take turns. Children show high levels of independence selecting resources and activities for themselves and assisting with routine tasks including tidying up. Effective steps are taken to promote children's good health and well-being including minimising the risks of cross-infection and by following sound procedures when children are ill.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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