

Fiveways Playcentre

Inspection report for early years provision

Unique reference number EY422545
Inspection date 13/07/2011
Inspector Teresa Colburn

Setting address Between 8 & 10 Florence Rd (Rear), Brighton, East Sussex,
BN1 6DJ

Telephone number 01273500257

Email 5ways@btconnect.com

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fiveways Play centre first opened in 1975 and re-registered in 2011. It is run by a management committee. It operates from a purpose a built premise which includes the Gateway Children's Centre in Brighton, East Sussex. The play centre is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 52 children, all of whom may be in the early years age range with none under the age of two years. Currently, there are 118 pre-school age children on roll aged from two to five years. In addition, there are 80 afterschool children on roll. The play centre is funded to provide free early education to children aged three and four years. Children are accommodated within an open-plan building. They have access to an enclosed outdoor play area. Children come from the local community area. The play centre supports children with special education needs and/ or disabilities. The play centre is open each weekday from 8am to 6pm term time only. Some play schemes operate throughout the year from 8.30am to 5pm. The play centre employs 34 staff, who work a variety of sessions; whom, 30 hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish extremely well within the play centre, due to the high quality of care and generally excellent learning environments provided by the staff. The partnerships with parents and carers, together with other agencies are a key strength and are significant in making sure that the needs of all the children are met, along with any additional support needs. This means that children progress extremely well, given their ages, abilities and starting points. Regular self-evaluation by the management and staff makes sure that priorities for development are identified and acted on promptly, resulting in a provision that responds rapidly to user needs. The play centre's capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- enhancing the book area to extend further children's language and literacy skills.

The effectiveness of leadership and management of the early years provision

Children thrive in an exceptionally safe, welcoming and exciting environment where all staff ensure they feel secure and valued. Staff have an excellent understanding of child protection and have very clear systems in place to protect children. They understand what to do if they have concerns for a child and maintain comprehensive records on adults working or visiting the play centre as part of their safeguarding measures. Most staff have completed safeguarding training, thereby further enhancing their knowledge and understanding. Children are safeguarded by extensive recruitment and vetting procedures, including a robust induction process for new staff. The play centre conducts comprehensive risk assessments, which are recorded and regularly reviewed, and its staff are vigilant in protecting children from hazards both inside and outside the play centre. Staff work tremendously well as a team and set-up a very stimulating and exciting environment prior to children's arrival, which enables children to make independent choices and play freely at all times, although the book corner requires further development to enhance children's enjoyment of books and developing literacy skills. Superb staff deployment ensures children are supervised at all times both inside and outside. Management and staff have extremely high standards which are embedded throughout their practice. They identify ambitious priorities and targets for improvement through rigorous evaluation and the successful implementation of these significantly enhances the outcomes for children. Staff morale is exceedingly high and all staff believe in providing the best opportunities for all children.

The play centre provides an outstanding fully inclusive service; staff make sure every child and parent is made to feel welcome. Staff offer one-to-one to support for children with special education needs and/ or disabilities. For example, children are fully integrated into all activities and have free choice to move around the play centre with designated support staff, therefore fully meeting the children's individual needs. The play centre has developed comprehensive and exceptional links with outside agencies to ensure they all work cohesively and have the same aim for each child.

There are excellent strategies to help encourage partnerships between home and the play centre. There is a comprehensive parents' notice board giving information on planning, activities, policies and procedures and other relevant information. Informal discussions enable parents to be extremely well informed about the play centre and service provided. Parents' meetings and informal conversations help parents to learn about their children's developmental progress and play centre activities. This greatly helps to strengthen the partnership between home and the play centre and enables children to see the play centre staff and their parents or carers as equal partners in their learning. Discussions with some parents demonstrate that they are extremely happy with the play centre. Such comments made include 'fantastic group, wow staff', 'great spirit within the group, staff have been here for years', 'amazing, staff fantastic, loads of activities', 'my child never wants to come home', 'child loves coming here', 'I have no concerns' and 'I can talk to staff'.

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

Children play a dynamic role in their own learning and development and thoroughly enjoy their time at the play centre, having fun as they learn in a highly enabling environment. Children are offered an exceptionally wide range of interesting activities and resources to meet their individual needs and provide them with lots of fun and enjoyment. The staff support the children well and get down to their level to engage them in their play. Daily activities are thoughtfully planned taking into account children's individual interests and needs. The learning environment is well presented to help children make excellent progress towards the early learning goals. Children feel comfortable in their surroundings and freely express their views, reflecting their high levels of confidence. They talk about their emotions and learn about differences in others and to show understanding. Children's individualism is acknowledged positively. Children have extensive opportunities to learn about themselves and the world around them through planned activities and the wide range of resources available to them which reflect diversity. Children enjoy learning to sign and this skill enables non-verbal children to communicate effectively, helping to support their individual needs.

Children develop a very good understanding of number and early calculation. For example, children expertly count whilst using a tape measure to measure their own creative 'flip-flops'. They become very excited as they measure each other's and work out whose is the biggest.

Children enjoy an excellent range of activities and experiences both indoors and out, which actively supports a healthy lifestyle. For example, the exceptionally well resourced outdoor play area provides children with ample opportunities to enjoy regular exercise to help maintain a healthy lifestyle. Children thoroughly enjoy riding bikes and scooters up and down the hill, bouncing on the trampoline and playing cricket with other children and staff.

Children show an excellent awareness of healthy eating and practices. For example, they make their own choices, at a time that suits them, from the extensive range of food on offer. These include plenty of fresh fruit, as well as items such as crackers and breadsticks. Fresh drinking water is routinely drunk by the children because it is freely accessible; this successfully contributes to their healthy diets. They also follow meticulous hygiene procedures, such as washing hands routinely throughout the day.

Children form very positive relationships and gain an extremely strong sense of security, safety and belonging. They greatly benefit from the staff's consistently gentle and calm approach and the harmonious and relaxed environment in which they are cared for. They have extremely good opportunities to learn about making a positive contribution and respect through good role modeling, clear guidance and support. Safety is a high priority and children are exceptionally well supported as they learn to take manageable risks, such as using knives to cut fruit at snack time. They learn to become resilient and keep safe in the play centre through the

very high levels of care, supervision and attention given to them by staff.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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