

# PLAY CIRCLE @ Victoria Park Nursery School & Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY311182

**Inspection date**

03/08/2011

**Inspector**

Loraine Wardlaw

**Setting address**

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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.

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**

Play Circle at Victoria Park Nursery School was registered in 2005. It operates from Victoria Park Nursery School and Children's Centre which is situated in Victoria Park in the centre of Newbury. The setting operates crèche facilities linked to adult and family learning classes and a holiday club. The holiday club is open for two, two hour sessions for the first four weeks of the summer holiday and at Easter depending on demand. The club runs on a Wednesday from 1pm to 3pm and on a Thursday from 9am to 11am. The children have access to a secure enclosed outdoor play area. Play Circle is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare register. A maximum of 24 children aged under eight years may attend at any one time, of these eight may be under two years. There are currently 19 children on roll in the holiday club from three to five years of age. Children attend from a wide catchment area, from the local nursery provision and the children's centre reach area. The holiday club employs four staff to work with the children. Of these, two hold a National Vocational Qualification at level 3.

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

Overall the quality of the provision is good.

All children are welcomed into a secure and highly enabling environment where the adults caring for them meet most of their welfare and learning needs with success. Overall, all children thrive in the nurturing and stimulating holiday play provision, which is set up and organised to complement the nursery school provision that they access term-time. A key strength of the provision is the way skilful and knowledgeable staff support the children to play and learn. The play provision evaluates its practice each day to ensure they are continually improving and meeting all the children's needs.

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

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

- improve the additional support for children with special educational needs through sharing plans jointly with everyone who is in contact with the child.

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

The holiday club is well managed and efficiently organised. Good safeguarding procedures are in place to protect children. A robust recruitment and vetting procedure means that all staff at the holiday club hold a clear Criminal Records

Bureau check; they are all employed by the Children's Centre and nursery school, and undertake suitability checks. The practitioners employed are mostly qualified in early years. All staff have attended safeguarding training and are confident in their roles and responsibilities with regards to reporting any concerns, and what happens next. The provider has failed to notify Ofsted of a change to the people who are managing the provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. There is good security at the building with staff using swipe cards to enter the room. Risk assessments cover the room and outdoor areas used to ensure hazards are minimised. A highly rich and stimulating environment is provided and children have excellent opportunities to make choices in their play. This includes continuous and free access between indoors and outdoors. Play and learning zones are carefully planned with emphasis on good quality child-sized furniture and inviting details such as a cosy wooden wigwam in the garden with cushions and books.

The staff team, who work at the nursery during school term-time, work extremely well together, reflecting and evaluating the practice that takes place at the holiday club. The team are very self-aware and use last year's parent and child evaluation forms to plan the current year's holiday club. A strong emphasis is placed on developing successful partnerships with parents, many of whom the staff know extremely well. An ongoing dialogue occurs verbally which means parents are fully informed of their child's play session. Parents are provided with a good amount of information regarding procedures that underpin the settings practice and notice boards are up-to-date with lots of information for parents. Parents speak knowingly and positively of the setting. Staff promote equality and diversity through good practices. For example, they ensure children can play with resources which depict minority groups in society and give one to one support for children with special educational needs and/or disabilities.

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

Children at the holiday club are well-motivated individuals; they have an enjoyable time and are fully engaged in purposeful, active play activities of their own choosing. Overall, most children are making gains in their learning. They are supported by staff who are receptive to their needs and who can competently extend their play and learning experiences. For example, older children speak confidently to the practitioners whilst experimenting in the water tray. They are encouraged to use mathematical language such as full and empty and to think critically, by the use of open-ended questions such as 'What do you need to do to make it rise up?' A child who is filling up a measuring jug looking at the numbers on the side replies, 'more water'. Others are happily engaged with their peers skilfully pedalling tricycles forwards and backwards and competently around corners outside. They talk confidently to their friends about their role-play game. Adult-led activities such as a cress growing activity are well planned to cover many areas of learning. Children sit eagerly in a small group, decorating their pots with different shapes; they then put in cotton wool and cress seeds, and all are encouraged to write a name label; some do so with recognisable letters. Children,

prompted by the adult, talk about seeds needing water to grow and about other things that grow, such as apples. Staff are skilled at interacting purposefully with children to promote the different areas of learning and pitch small group times, such as story time, to just the right level, offering good challenge and support. Children with special educational needs are supported generally well by a member of staff who gives them one to one attention; they happily enjoy and achieve playing alongside the other children. However, their individual learning plans have not been shared with the support member of staff to ensure their play and learning is consistently extended in the right areas.

Children have opportunities to engage in a good range of physical activities such as the throwing and catching of balls, using wheeled toys and climbing apparatus. Their dietary needs are met well because at any time they can go and pour themselves a drink of water when they feel thirsty. Several children do this on arrival at the setting, after walking to the setting on a hot day. Children enjoy preparing a healthy snack mid-afternoon of banana, apple and kiwi, while talking to adults about eating healthily and composting. All children show a strong sense of security and feel safe within the setting. Children demonstrate a good understanding of what standards of behaviour are expected of them. For example, when the 'tidy up music' comes on children swiftly start to put away the toys and tell the staff proudly of their achievements. The practitioners are positive and encouraging when small conflicts occur over wanting the same toy and when children occasionally run indoors. Good explanations are given on how to keep safe by the staff. Children have opportunities to talk to staff about their home life which means they are gaining a positive sense of identity. Practitioners use some Makaton signs to ensure that children with special educational needs understand the routine of the afternoon.

## 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   | 1 |
| 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

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

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|--|---|
| <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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure Ofsted are notified of changes of circumstances as soon as they can (no later 14 days after the change occurs) (Providing information to Ofsted) 02/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Providing information to Ofsted) 11/08/2011