

# Playworld (New Forest) CIC

Inspection report for early years provision

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EY427719

**Inspection date**

23/11/2011

**Inspector**

Lynn Reeves

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Playworld After School and Holiday Club (New Forest) CIC opened in 2011. It operates from Netley Marsh C of E controlled Infant School in Hampshire. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local area. The setting has good links with local schools within Netley Marsh.

The group is registered to provide care for 32 children aged from two years to under eight years. There are currently 57 children on roll, of which four are in the early years age range. The setting opens five days per week from 7.45am until 9am and from 3.20pm until 6pm during school term times. The holiday club opens from 7.45am until 6pm in some weeks of the school holidays.

There are six members of staff including the owner/managers who work with the children. Of these, three have a recognised Playwork qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are happy and settled and they enjoy their time at the setting. They are making sound progress in their learning and development overall. The club provides a safe and friendly environment that values and respects all children and their families. Most policies and procedures are implemented effectively, however, a weakness has been highlighted with regard to promoting children's health. Arrangements for engaging with parents and others are good and continuously developing. Self-evaluation systems support the staff to identify both their strengths and weaknesses, enabling them to drive improvement for the benefit of the children.

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

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

- develop further children's access to the range of resources and equipment to ensure children have the opportunity to make progress in all six areas of learning
- develop further the assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- promote children's good health, with particular regard to suitable storage of lunch boxes and/or their contents.

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

Children are safeguarded because staff are fully aware of the child protection procedures. All staff at the club are trained in first aid and child protection. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. Risk assessments are completed on all areas that the children access and the premises are secure. Fire evacuations are practised and evaluated. Systems are in place to register the children in and out and staff regularly complete headcounts. Annual appraisals and peer observations ensure staff are effective in their teaching and deployment, which benefit the children in their care. Policies and procedures are regularly updated and signed by the staff so they understand their full responsibilities.

Children's individual needs are being met because staff get to know the children and their families. The club actively promotes equality of opportunity. Children learn about the world around them through activities and events, such as, celebrating cultural festivals and playing with multicultural resources. The staff make observations of the children as they learn through play. However, there are gaps in the development records to show how the children are progressing. The staff are deployed effectively to ensure children are well supervised and supported during their time at the group. Toys and activities set out by the staff are displayed at low level to enable the children to access these independently. However, some resources are limited to promote learning across all areas. For example, children do not see natural materials on display nor do they have immediate access to different media or role play equipment.

Strong links are being forged with parents and they are kept informed of their children's achievements, progress and well-being through daily verbal communication. Regular newsletters and questionnaires provide parents with additional relevant information. Staff reflect on the feedback received from parents and children to inform their self-evaluation and have successfully identified priorities for improvement. For example, staff organised some fund raising events to raise money to purchase more IT equipment. The club works closely with the schools they serve by having regular meetings with the reception teachers. Feedback from parents is positive as they comment that the staff are friendly and care about their children. They appreciate the good liaison with their children's schools and comment that their children are very happy to attend the club.

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

Most staff have a clear understanding of the Early Years Foundation Stage framework. They spend time observing the children at play and plan suitable

activities. However, the assessment systems in place do not reflect how staff match the observations of children to the expectations of the learning goals or to identify learning priorities for children in the early years age group. Staff show an interest in what the children are saying and spend time finding out about the children's views. Staff have friendly and caring relationships with the children and there is little doubt that children feel safe and secure. They are happy to approach staff with their concerns or just to chat about what they are doing. Children behave well and have help to set the group rules, promoting their sense of belonging. Staff remind children to play carefully and think about the safety aspects of their games. For example, children get excited playing snooker and wave their cues around as they become engrossed in their games. Staff implement the clear rules and boundaries consistently, enabling the children to know what is expected of them. Staff are positive role models, promoting the use of good manners, thanking the children for their help and recognising their efforts.

Children play board games which encourages numeracy, word recognition and learning how to work as a team. They thoroughly enjoy making models with the construction bricks, working how to fix them appropriately to stop them toppling over. Children cooperate well with each other while playing with the small world figures; organising each other into characters and taking turns to take the lead roles. Others relax in the book area reading stories to each other. Children enjoy expressing themselves creatively as they draw, colour in and make Christmas decorations; they show off their bead creations with pride. The children have opportunities to make models with the collage materials and natural resources, although some resources are not easily accessible. Younger children are made to feel very welcome by the older children as they are shown around the setting and encouraged to join in with their play. Children use their imagination well, for example, using the soft foam blocks to make a bus to take them to the airport. However additional role play equipment is lacking to enhance their activities.

Children recognise the importance of good hygiene through organised daily routines. They are constantly reminded of why it is important to wash and dry their hands thoroughly to prevent the spread of germs. Children benefit from healthy choices for breakfasts or tea in the after school club. They are offered healthy snacks during the holiday playscheme and have easy access to water and juice to prevent thirst. However, the procedure for storing the lunch boxes sent in from home is not appropriate as some food could potentially be left out of cold storage for several hours. Healthy lifestyles are promoted through regular access to outdoors. The children love playing outdoors; playing ball games, climbing trees or taking part in group activities. They enjoy being creative with the chalks; drawing pictures on the playground or going on bug hunts. The children explain how they love to run around the playground and fields looking for the "wild bunny" that roams the school grounds. The children enjoy their time at the club playing with their friends and making Christmas and thank-you cards for the 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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