

Allington Play-Tec

Inspection report for early years provision

Unique reference number	205397
Inspection date	12/01/2012
Inspector	Becky Johnson

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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*.

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Description of the setting

Allington Play-Tec opened in 1990 and is one of two full day care settings operated by Worcester College of Technology Childcare Services. The setting operates from two rooms within the main college premises. Children have access to a fully enclosed outdoor play area.

The setting is registered on the Early Years Register to care for a maximum of 30 children at any one time. Children between the ages of 18 months and five years attend the setting. There are currently 36 children on roll. The nursery provides a full day care service for staff and students at the college, as well as the general public. The nursery opens five days a week term time only. Sessions are from 8.30am to 5.30pm. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff who work with the children, including two members of staff who job share, lunchtime cover and an apprentice. Of these, six members of staff hold appropriate early years qualifications to Level 3 or above, three hold an Early Years Foundation Stage degree and one is working towards Level 2. The setting works closely with its sister setting, receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos, which provides a welcoming and stimulating environment in which children thrive. Staff are competent and caring and have an excellent knowledge and understanding of each child's individual needs and interests. These are used to plan a wealth of exciting activities and provide children with a rich learning environment. Children benefit extremely well from continuity of care and learning because the setting liaises with parents and other agencies. This ensures that individual children's needs are met and their protection assured. Commendable monitoring and self-evaluation by the manager and staff ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- developing further the use of the outdoor and quiet areas to further enhance and extend experiences for children.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm. All staff are passionate about protecting the children in their care and child protection procedures are clearly understood. In-depth policies and procedures, including a whistle blowing and mobile phone use policy are meticulously implemented. The nursery has excellent, robust recruitment and vetting procedures in place backed by ongoing relevant staff development and training. This ensures that all staff working with the children are suitable, capable and well qualified. Detailed risk assessments are carried out and regularly reviewed and staff conduct daily checks of all areas of the setting. This enables children to safely enjoy the wealth of activities while developing their knowledge of how to keep themselves safe.

The premises are very welcoming and brightly decorated with children's work. They are well utilised to enable children to move freely and make choices. However, on occasions the use of the quiet room is not always maximised to its full potential. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of staff, who are passionate about the service they provide. Their energy and enthusiasm has a positive impact on children's learning and development. This results in a setting of an exceptionally high calibre where children's needs are fully met. Everyone working at the setting is totally committed to continuous improvement and the capacity for this is excellent. They all work closely together to find and implement systems to develop the provision and provide the best possible outcomes for the children who attend. Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

The setting is pro-active in fostering strong partnerships with parents, carers and other professionals. Parents' views are highly valued and the setting is keen to respond to the needs of the families who attend the nursery. The setting has recently implemented a comments box and parents' views are used to develop and enhance the setting's practice. Parents are happy to share their experiences of the setting and comments are very positive. They say that the setting is home from home and that they are confident in leaving their children there. They say that; staff are very supportive and flexible, that the open evenings are fantastic, that they cannot speak highly enough of the manager and the staff and they do not want their child to leave. Close working relationships with other settings and professionals have been developed, in order to maintain a consistent approach in meeting children's needs.

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

Children are making outstanding progress in all areas of learning and development. From the time they arrive, children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. The stimulating

learning environment helps children to confidently decide what they want to do and their levels of concentration are excellent as they are allowed to spend time at their own chosen activity. They benefit from the support of experienced and enthusiastic staff, who capably plan a range of varied and innovative activities to foster children's curiosity and motivation. Comprehensive planning, which takes into account each child's interests and the organisation of activities have resulted in the very successful promotion of child-centred learning. Staff are adept at extending activities to ensure that they meet the individual needs and choices of the children. For example, the role play area is currently a fire station as children have been watching the fire engines outside. It has previously been a cafe and children have visited a real cafe and brought their ideas back to the setting where they requested table clothes, napkins and decorations for the tables.

Children's imagination is wonderfully developed as they pretend to dial 999 after they have lost a car or carry out resuscitation to 'save their poorly friends'. They thoroughly enjoy dressing-up and Firemen, policemen fairies and princesses abound. Communication is at a very high level and children happily and confidently talk with their peers and share experiences with staff. They learn about problem solving and are encouraged to find solutions to problems themselves. For example, when a piece fell off the keyboard, they talk about needing the glue to stick it back on. They competently count and use mathematical language in a variety of situations. For example they know how old they are and that if they have two objects, there is one for them and one for Santa.

Children thoroughly enjoy spending time outside in the fresh air, although, free-flow to this area is only just being developed. The outside area is a wonderful space for children to explore. There is a digging area where they grow plants and vegetables and places to look for bugs. A viewing platform provides children with opportunities to see the local community and they eagerly stand here to watch the fire engines or see people using the pelican crossing. Children develop and learn social skills, such as good manners and sharing and behaviour is exemplary. Children capably talk about 'Golden rules', such as kind hands and feet and good sharing. Manners are impeccable as children say 'please' and 'thank you', 'excuse me' and 'sorry' routinely within their play. Children are confident, increasingly independent and very helpful, competently tidying up at the end of a session.

Children feel a sense of belonging and work harmoniously both with and alongside their peers. The setting is wholly inclusive and all children are integrated and included in activities. Staff support children who speak English as an additional language by learning simple words and phrases, listening to music from the child's home country and using simple signs, gestures and pictures. Staff sympathetically deal with sensitive issues, such as, bereavement, loss and change by making 'worry' balloons. They encourage the children to talk about things that make them sad then pop the balloon to make the worry go away.

Children are beginning to understand about staying safe as they practise evacuation procedures and take part in activities to teach them about road safety and how to make sure they do not get lost. The support and care they receive from staff and the bonds they are forming with them, enable children to feel secure and safe in their environment. The nursery is a vibrant, busy and exciting

place. Children's laughter and enjoyment is evident as sounds of happy children reverberate throughout the building. The underpinning knowledge and life skills that children are learning will lay firm foundations for the future.

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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