

# Play With Us

Inspection report for early years provision

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EY291923

**Inspection date**

28/02/2012

**Inspector**

Lynne Kauffman

**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

Play With Us is a voluntary private organisation. It was registered in February 2005 and is located within the grounds of Winsor Primary School. The group operates from a two-roomed portacabin and a secure enclosed outdoor play area. The club is located in a residential area of Beckton in Newham, within reach of a shopping centre and the Docklands Light Railway. A maximum of 32 children may attend the club at any one time. The operating times are as follows: breakfast club from 7.30am to 8.55am; after school club from 3.15pm to 6pm in term time only. The holiday play scheme operates from 8am to 6pm. There are currently three children attending who are in the early years age range. Care for children over five years is also provided. Children attending the group come from the local catchment area Galleon Primary School, North Beckton Primary School and pupils of Winsor Primary School. There are eight members of staff employed to work with the children. Three staff hold a National Vocational Qualification (NVQ) at level 3, one holds an NVQ at level 2 and the remaining staff have play worker qualifications and experience. This provider is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Play With Us after school club provides outstanding care and learning for all children. All adults give highest priority to the safeguarding and the welfare of every child and, as a result, children feel safe, secure and have every confidence in the adults. Outstanding provision is made for the development of children's learning through a wide range of interesting activities and stimulating resources which, although difficult to store and access, enable children to progress extremely well. The club works in strong partnership with parents and carers and a wide range of high profile community services to ensure that the needs of all children are met. The manager's rigorous approach to self-evaluation and future planning demonstrates the club's excellent capacity for further improvement.

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

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

- reviewing the organisation, storage and labelling of resources and documentation to enable easier access for all and develop increased independence of the children.

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

Policies and procedures for the safeguarding of children are excellent and vetting of all adults in the club is rigorous. Staff training ensures a high level of awareness of any potential risks to the children. The intensive daily risk assessment of the whole area before activities start is well maintained. The risk assessment and incident records are shared with parents and minor accidents trigger a review of the activity. Children have developed confidence and an excellent awareness of safety issues. All understand how to keep themselves safe in a variety of situations. Adults discharge their duty of care with sensitivity driven by the high expectations of the manager and club committee.

The club's policy for equality and diversity is seen in all actions taken by the staff and children. Children of all backgrounds play and work well together. The excellent displays of other cultures, their traditions and children's research into other lifestyles illustrate children's tolerance and understanding of others. Club staff ensure that every child gets the opportunity to be involved in all activities. The club is totally inclusive enabling all children to make good progress whatever their background or needs.

The club benefits from collaboration with Winsor School over use of the school's toilets and spacious outdoor areas for play. Valuable links with other partners, such as the local community centre, The Prince's Trust and the Variety Club, give a huge boost to the profile of the club and the confidence of the children. They are engaged in many high profile activities which strengthens their community involvement. For example, children were involved in the local 'Dig It' project in collaboration with London City Airports achieving local recognition for their horticulture by growing and cooking their own products. Staff make the most of a wide range of training provided by the local authority on a variety of topics, including inter-agency safeguarding, paediatric first aid, practical assessors course in creative play and courses in diversity, values and attitudes. The club works very effectively with parents and all are very happy. Parents explained how after trying several local clubs, Play With Us was the first after school club where 'my child settled immediately and didn't want to be picked up early- it is fantastic, I could not do without the clubs flexibility'. The regular club update keeps parents and carers informed about the club rules and activities.

The club runs extremely smoothly; the spaces are stimulating, resources are good quality and used well. However, the space for storage is so tight that there are some restrictions on independence and access for children and staff. All policies are displayed for parents and updated annually. The staff work closely together and know their strengths and weaknesses well. Formal self-evaluation is very effective and involves the club users. The manager's systems for key workers to record the progress of the children has developed strongly since the previous visit in 2008. This is indicative of the club's excellent capacity to maintain continuous improvement.

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

All children are happy, settled and form trusting relationships which make children feel safe and secure. Routines are well established and staff have high expectations of children's behaviour. The youngest children respond well to the expectations, gain confidence and self-esteem and are well supported by older children. For example, early years children accessing a computer spelling programme were well supported by older children. Consequently, the club is harmonious, children of all ages get on well together impacting on both their learning and social development. One parent felt the club was like an extended family. The youngest children are confident in the surroundings and look towards the excellent role models of older children and staff. Children have a very good understanding of what constitutes an unsafe situation and have strategies to use both in and out of school.

The children understand the term 'healthy lifestyle'. When they prepare their tea they can explain nutritious sandwich fillings and use maths when dividing up their sandwich into squares and triangles. The play space gives many opportunities for team games, role play and adventurous, imaginative investigation. For example during a role play children were taught an African song by an older child acting as the teacher. Children repeat and develop good habits for personal hygiene. Teatime erupts into happy interesting chatter about what they have been doing, strengthening their conversation and developing social skills.

The range of activities on offer enables all children to develop learning skills through their own imaginative games. Problem solving, communication, creative development and social skills are particularly strong. This was seen in the development of fine motor skills, designing and modelling flowers and butterflies in play dough for the top of a birthday cake. This adult-led activity refined skills through demonstration; the children were very excited about their outcomes and could not wait to show their parents and carers. Adults have developed a good understanding about the areas of learning in the early years. Staff 'five day training' has developed a clear understanding of the early years learning and development requirements and the new system of assessment ensures all areas of learning are covered. Children enjoy reading stories, modelling with play dough and construction toys, some parents and carers generously donated books to the library area. The development of assessment profiles is strengthening to provide effective records used by key workers to show the progress of each child and to plan for the next steps in their development.

Children have outstanding confidence and self-esteem. They play well on their own and cooperate effectively in pairs and groups, for example the production of a 'party pineapple' to be shared by all, including the parents and carers. They make an outstanding contribution to the club, through their children's charter of rights and responsibilities; they develop tolerance of difference through their work on other cultures and by their very active contribution to community events. Regular

use of computers, role play, discussion and team games develops good skills 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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## **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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