

# Playdays 4 Kidz C.I.C

Inspection report for early years provision

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**Unique reference number**

EY437889

**Inspection date**

08/05/2012

**Inspector**

Jan Fairhurst

**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).

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

Playdays 4 Kidz Community Interest Company has been in operation since 1994 and re-registered in 2011 when they became a community interest company. The setting is self-contained and operates from within the Grindon Young Peoples Centre. Children have access to an enclosed outdoor play area. It is open Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the provision at any one time all of whom may be on the Early Years Register. There are currently 40 children on roll. The provision also offers care to children aged over five years to 11 years. The setting provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities. The setting employs six members of child care staff. Of these, all hold appropriate early years qualifications. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and make good progress towards the early learning goals. Generally good systems are in place to promote the health, welfare and needs of children. Reasonable steps are taken to ensure that staff deployment meets the needs of the children. Whilst the majority of the requirements are met, the main area of weakness relates to documentation. Partnerships with parents are established, however, systems to fully involve them in their children's learning and assessment is not fully developed. The manager and staff have a clear understanding of areas for development and demonstrate a good capacity for continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that risk assessments are reviewed at least once a year, and include in the record the date of review and any action taken following a review or incident (Documentation). 23/05/2012

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

- develop opportunities for parents to review their child's progress regularly and contribute to their child's learning and development record

- promote the good health of children and take necessary steps to prevent the spread of infection by ensuring good hand washing procedures are in place and by ensuring outdoor areas are clear of litter
- review the indoor space and the range of activities on offer so that it enables staff to fully engage in supporting children's learning.

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

Children are effectively safeguarded because staff have an up-to-date knowledge of child protection issues. They attend safeguarding training to ensure that they are able to recognise signs and symptoms of abuse and know how to report concerns. Thorough recruitment procedures help to ensure all adults are suitable to work with children. There are secure procedures in place to make sure that unvetted adults do not have unsupervised contact with children. Security measures are good. The main entrance is kept securely locked and any visitors are requested to sign in the visitor's book and show their identification. Detailed written risk assessments are in place to identify and minimise hazards. However, although staff state they carry out reviews of the risk assessments their records show that annual reviews have not taken place. This is a breach of welfare requirement. All required policies and procedures are in place and in the main are implemented effectively. However, on the day of inspection staff had failed to fully check the outdoor area which meant children played in areas which were littered.

Inclusive practice is promoted appropriately by the setting which promotes equality for all through resources and activities that introduce children to diversity. For example, all children have access to a good range of resources that are not gender based and include books and jigsaws that reflect positive images and introduce children to the diversity of the world around them. The setting benefits from a Specialist Educational Needs Coordinator who is confident in her role and positive about working with other providers to meet children's individual needs. Children's independence is promoted as they have access to a range of activities and resources from the low-level storage units. Although the deployment of staff is generally good in their attempt to provide a wide range of activities staff do over stretch themselves and on occasions this limits their ability to fully engage in children's play.

Partnership with parents is satisfactory. Staff know the parents well and gather sufficient information from them at the start, to meet children's individual needs. Parents receive an information pack prior to their child starting and important information is displayed on the notice board. For example, complaints details, certificate of registration and public liability insurance. Relevant information is gained when children join the setting and time is taken to chat with parents and carers on a daily basis. Staff have made some effort to inform parents that they can read their child's learning journal at any time. However, the location of their files means that few take up this opportunity. As a result, there are missed opportunities to further work together and for parents to contribute to the assessment process in order to fully support their child's development. There are good links with the neighbouring primary school to ensure effective transition

arrangements and to ensure they can provide consistency in children's care and learning.

The way in which staff evaluate the effectiveness of the setting is good overall. The managers and staff team are committed to providing improved outcomes for children. They seek and follow advice from the local authority. The staff team value parent's opinions about the service and invite them through termly questionnaires to express their views and suggestions on how they can continue to improve the service. From this they have responded to the parent's views and offer a more flexible childcare package for those parents who work shifts.

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

Children clearly enjoy their time at the setting where they are well motivated by the interesting activities and caring friendly staff. Children make free choices and move around confidently. Staff demonstrate a common sense of purpose in helping the children achieve as much as they can. They work together to plan a good range of interesting activities and experiences that links to all the learning areas well. Planning is flexible, clear and covers all areas of learning and is firmly based on children's interests and ideas. Children's individual learning journey files include examples of their work, photographs, narrative observations, which are linked to the areas of learning and identify children's next steps.

The range of activities available to the children helps them to develop good future learning skills, as they become independent learners who are inquisitive and sociable. For example, children are developing their communication skills as staff spend time talking to them. Staff use effective open ended questioning, during play to help children think critically. They are encouraged to ask questions and develop their confidence in participating in conversations. Most children listen and participate well in the story telling session. Children's confidence is boosted by observant staff. For example, they observe children watching their friends as they sing and march around the room, and they help and encourage them to join in by lifting them up and marching around with them.

Everyday routines and activities allow children to begin to recognise numbers, shapes and colours. Children demonstrate an interest in mathematical concepts. For example, without prompting from staff, they count how many dominoes they have lined up and how many blocks they have used to build their tower. Children problem solve and learn shape names as they sort and post shapes. Children confidently complete jigsaws, as they are carefully encouraged to fit the shapes into the inset tray. Displays include numbers and letters to aid children's recognition. Children develop early writing skills as they enjoy a variety of painting and drawing activities. Role play shows that children are beginning to copy the actions of adults in their life. For example, they pretend to cook placing food into pans and pour liquid from a jug into a cup, then sit down to eat the meal they have made. Children develop a sense of community and awareness of the world around them as they visit venues, such as, the local supermarket. Here they

purchase bread and butter in readiness for making their toast. These real life experiences help children to develop skills for the future and begin to understand and appreciate the value of money. Children have daily access to the outside play area where they enthusiastically pursue energetic play and show great enjoyment in being physically active. They ride wheeled toys, dig in the soil and develop their balancing skills, as they use the logs as stepping stones.

Children receive lots of positive praise and comments from staff to help them understand right from wrong and raise their self-esteem, which helps them to make a positive contribution. Children learn about keeping themselves safe through the discussions and well established routines. For example, regular fire drills are carried out in order to increase children's confidence and familiarity with the emergency evacuation procedures. Children follow established routines, such as, hand washing before their snack. However, on the day of the inspection all children used the same towel to dry their hands. This means that protection against infection is not sufficiently rigorous. Parents provide their children with packed lunches. The setting endeavours to promote healthy eating as all parents receive the settings healthy eating policy, which contains helpful suggestions regarding the contents of packed lunches.

## 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	2
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	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<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	3
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:

Met

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

Met