

Playtarium at Hillborough Junior School

Inspection report for early years provision

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Inspector	Susan Ennis

Setting address	Hillborough Junior School, Hillborough Road, LUTON, LU1 5EZ
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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

Playtarium at Hillborough Junior School was registered in 2011 and is a school holiday provision run by Playtarium voluntary management committee. It has the use of nine rooms within Hillborough Junior School in Luton, Bedfordshire. There is a slope to the main building. Children have access to fully enclosed outdoor play areas.

The setting is open Monday to Friday, during school holidays, from 8am to 6pm, with an optional early start and late finish by prior arrangement. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children in the early years age group may attend the setting at any one time, of whom, none may be under four years old. The setting also offers care to children aged over five to 13 years. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs seven core members of childcare staff. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff create a welcoming environment in which children feel confident to explore the activities provided. Planning is flexible, generally taking into account children's likes and dislikes, enabling them to enjoy their time at the setting while making steady progress in their learning and development. Overall, partnership working is effective. Staff build friendly relationships with parents and carers and keep them suitably informed about their children's time with them. Management demonstrate a growing awareness of the practice required to promote the outcomes for children in the early years. They are committed to making improvements to benefit children.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents, this specifically relates to gathering information from parents, in relation to children's starting points
- develop further the use of observations and assessments to demonstrate children's progress towards the early learning goals
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents
- increase the range of resources provided to further develop children's

- understanding of the diverse world in which they live
- develop further the use of reflective practice to highlight the strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

The staff team demonstrate a high level of awareness with regard to promoting children's safety. Comprehensive awareness of safeguarding issues among the staff ensure that children's welfare is prioritised. All staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Robust recruitment and vetting procedures, including the induction of new staff, ensure that they are suitable to work with children. A rolling programme of training also builds on their childcare knowledge. Children's well-being is thoroughly enhanced by the effective organisation of the setting and the comprehensive policies and procedures in place. For example, staff and visitors are made very aware of their strict procedures regarding the use of mobile phones in the setting. Walky talky systems have recently been purchased to ensure that staff are contactable at all times, wherever they are in the building to ensure that they can support each other if needed. All areas of the premises are checked on a daily basis and comprehensive risk assessments are regularly completed to ensure that they are safe and suitable.

The setting provides an interesting environment where children can relax and enjoy their school holidays. An appropriate range of resources are provided and these are conveniently stored, enabling the children to develop their independence by self-selecting what they want to play with. Overall, the setting has an effective understanding of anti-discriminatory practice, enabling them to provide a service, which is inclusive for all children and families. Staff work positively with parents to ensure that essential information is shared. Initial information about the setting is shared at the start of the placement and parents receive regular verbal feedback about their children's day. However, as little information is shared about children's development progress, parents are not fully involved in their learning. The setting broadly works with other agencies to meet the needs of the children, parents and carers. However, they have not fully developed the partnerships with other settings and schools that children attend, in order to promote consistency in children's care and learning.

The setting demonstrates an appropriate level of commitment to improving the outcomes for children. Management and staff regularly monitor their practice through, for example, discussion at staff meetings. Parents are asked to complete annual surveys, which also contribute to evaluating their practice and driving improvement. However, limited ongoing self-evaluation is currently taking place and as a result, strengths and areas for improvement are not being sufficiently highlighted, therefore, limiting further progress.

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

The setting offers an appropriate range of opportunities to support children to make satisfactory progress in the areas of learning and development. Basic information is gained from parents as they complete a registration form. However, there is currently limited detail with regard to the children's likes, dislikes and stage of development, in order to inform their starting points. Staff generally know the children well and adapt the activities to meet their individual needs. However, current systems do not consistently demonstrate their overall development towards the early learning goals. Therefore, children's individual progress is not optimally promoted.

Children's learning is mainly encouraged through a range of adult-led and child-initiated activities. The setting's flexible approach to planning mostly ensures that children's choices are taken into account. For example, when children choose to play a board game, their problem solving skills are encouraged as they relate the number of spots of the dice to the number of moves they can make. While playing the game, staff help them where needed and children become very excited when they realise that they are leading and may even win the game. Children enjoy their time at the setting and are building trusting relationships with the staff and each other. They are learning behavioural expectations and the positive role modelling displayed by the staff helps them to understand the consequences of their actions. Circle time is used to give sensitive reminders about the rules in place with the main one being 'to have fun.' Staff broadly help the children learn about the society in which they live. However, the range of resources reflecting diversity is currently basic, limiting children's further understanding of the wider world.

Children's health and welfare are successfully promoted as the staff take active steps to minimise the spread of infection and develop their understanding of healthy living. For example, children show a good understanding of the importance of having regular drinks to prevent themselves from becoming dehydrated. They are becoming aware of healthy foods to eat as they participate in a variety of cooking activities. They particularly enjoy using their imagination skills to run the 'playtarium cafe' where they take customers' orders and serve, for example, pizza made by their friends. At the setting, there is a strong emphasis on the children learning about their own safety and that of their friends. For example, they learn about their own capabilities and the risks involved in climbing trees in the playground. They discuss with staff how high they are going and whether they think the branch is strong enough to support their weight. They are also becoming aware of safe internet usage as they recognise that some sites are not suitable and therefore, not available.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
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

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