

# Playzone Centre 3

Inspection report for early years provision

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**Inspection date** 05/07/2012  
**Inspector** Marcia Robinson

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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**

Playzone Centre 3 has been established for a number of years and registered with the current provider in 2011. The setting offers after school care to children who attend the nursery and three other local schools. It operates from Crosfield Nursery School and Children's Centre in the South Norwood area of the London Borough of Croydon. It is open Monday to Friday between the hours of 3pm to 6pm term time. Children have access to one room and associated facilities, including the nursery's grounds for outdoor play. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 20 children under eight years; all of whom may be in the early years age group. The setting accepts children up to eight years old. There are currently 14 children on roll; seven of whom are in the early years age group. There are four members of staff employed, including the manager, three of whom hold recognised childcare qualifications. Staff have access to training courses and support services run by Croydon Early Years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Playzone Centre 3 offers a welcoming, inclusive environment where children are safe and well cared for, and make generally good progress in their learning. Staff effectively use observation and assessment to plan a good range of activities that reflect children's individual learning needs and interests. Staff work very closely with parents to ensure each child's needs are effectively met, and partnerships with others is good, overall. The staff team regularly evaluates and reflects on the service provided and show a strong commitment to continuous development and improvement.

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

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

- extend partnership working with all other settings that children attend, to strengthen consistent continuity in children's learning
- strengthen children's knowledge and understanding of the world, for example, through trips in the local community.

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

Robust systems are in place to help safeguard children and promote their welfare. The staff have a good knowledge and understanding of child protection procedures. They implement effective policies and procedures to take prompt

action if they have any concerns regarding children's welfare. Most staff, including the lead designated person, have attended relevant safeguarding training courses and hold first aid training certificates. They show high regard to promoting children's safety as they conduct effective risk assessments to promote children's safety at the setting and during school pick ups. In addition to this, staff have established good daily routines relating to children's arrival and collection times that provide good security measures.

The management team is committed to continual development and are motivated to drive improvement. They make good use of feedback from staff, parents and children, for instance, through regular meetings. This enables them to monitor and evaluate the provision. Suggestions made by children also contribute to improvements made by the setting. For instance, staff have provided lighting in the garden to enable children to enjoy outdoor play even in the winter months when it gets dark earlier. Consequently, the systems for self-evaluation are used to accurately identify strengths and areas for improvement.

Children access play opportunities through the effective organisation of space, time and resources. There are high staff ratios, good quality toys and equipment and a lot of consideration given to use of space and the layout of play areas. A comprehensive equality and diversity policy is implemented, which outlining a commitment to promoting inclusive practice. Staff work closely with parents to obtain detailed information about each child. This enables them to meet children's individual needs effectively and provide consistency of care. Children regularly use a wide range of toys and activities which show positive images of diversity. They also take part in activities that help them learn about their own culture and those of others, such as dressing up in costumes and celebrating festivals. This helps them to learn about wider society.

Engagement with parents is effective. Staff ensure parents are kept well informed about the provision and their children's learning and development. This is through the broad range of policies and procedures available on the notice board and also in a folder, as well as through newsletters and daily discussions. This ensures there is a valuable exchange of information between the setting, key persons and parents, both at the induction stage, throughout the placement and at departure times. Parents say that their children are very happy at the setting, enjoy the activities and acknowledge that staff are supportive. Partnerships are well established with other professionals as well as with the staff team who work in the nursery and children's centre where the setting is based. In addition, some staff also work in the nursery which ensures effective transition arrangements and continuity of care. Staff demonstrate a good understanding of the importance of a shared approach to children's care and learning. Partnerships have been established with most, but not all, educational settings children also attend to promote continuity in children's learning.

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

Children show a strong sense of belonging at the setting as they arrive happily and greet each other on arrival. They are confident and relaxed and show a good level of independence. Children are able to choose resources, clear their plates at snack time and help themselves to fresh drinking water when they are thirsty. They respond well to the consistent guidance and expectations of staff and work harmoniously with other children. Children are well behaved. They contribute positively to their learning environment as they help by setting out activities and tidying away toys after use. Children have good relationships with staff and each other; this helps them to feel emotionally secure in their learning environment. They learn to keep themselves safe when they follow simple rules. For instance, they know where to line up when there is a fire drill and they understand why they are not allowed to wander around the nursery building once they arrive at the setting.

Children develop a good understanding of healthy lifestyles, quickly adopting daily routines such as washing their hands before sitting down for tea. They choose from a range of healthy snacks, enjoying noodles with ham, cheese, carrots and cucumbers. In addition, they keenly discuss the foods that they like and foods that are good for them, as they socialise with each other and sit together with staff for tea. Children benefit from free access to the nursery's outside play area, where they are able to develop their physical skills using a wide range of challenging resources. They have good opportunities to climb, balance and play games, such as hockey and football.

Children have good opportunities to enjoy, achieve and develop their skills for the future. Staff know children well and make regular observations of children as they learn through play. These observations are used to inform planning for the next steps in children's learning to determine the most effective way to support them as individuals to achieve their potential. Staff skilfully plan and support children effectively through a well established routine. These take into account children's interests and complement children's experiences at school. Children develop their creative skills as they participate in a broad range of art, craft and drawing activities. They also enjoy cooking activities and making their own play-dough. They talk animatedly and create their own designs using construction equipment. Children are active learners and choose the activities that they want to play with each day.

Children talk to staff about what they have been doing at school and look through reference books together to research information about tadpoles. They have a growing understanding of the world that they live in through a range of some well-planned and spontaneous experiences. These include observing tadpoles developing into frogs, planting and nurturing flowers and plants in the garden. However, there are few opportunities for children to go on outings to investigate features of the local community. Various puzzles, construction resources and electronic toys are available for children to help them develop their problem solving skills. Children learn useful skills for the future when they use the computer to look

up information or complete simple programmes. They are able to concentrate and use the computer competently, moving the mouse with control; showing confidence as they try new games for the first time. Children benefit from a calm and relaxed atmosphere at the setting. They say that they enjoy coming to the setting because they 'have lots of fun' and like spending time with their friends after a busy school day.

## 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	2

### 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>	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	2
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