

# Tunbury Playscheme

Inspection report for early years provision

---

<b>Unique reference number</b>	127733
<b>Inspection date</b>	03/08/2012
<b>Inspector</b>	Liz Caluori
<b>Setting address</b>	Tunbury Avenue, Chatham, Kent, ME5 9HY
<b>Telephone number</b>	01732 844522
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

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**

Tunbury Playscheme registered in 1994 and is operated by Tonbridge and Malling Borough Council. It operates from a hall and two side rooms in a community building in Walderslade, Kent. There is a secure outdoor area for children to use at all times.

The play scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 60 children from four to under eight years. There are currently 32 children on roll, of whom 13 are in the early years age group. The playscheme opens five days a week for three weeks a year during the school summer holidays. Sessions are from 9am to 1pm.

There are five staff employed to work with the children, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

The playscheme provides a safe, inclusive and very child-centred environment. The organisation of space, resources and activities is good in most respects. Children make outstanding progress in all areas as a result of the inspiring and plentiful fun play experiences and opportunities. Robust self-evaluation enables the manager and staff team to successfully identify and prioritise areas for future improvement. Children benefit from the very positive and effective partnerships in place with their parents and other childcare providers.

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

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

- extend further the range of resources in the outdoor area to create a stimulating environment to encourage children's interest and curiosity.

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

Safety is very well prioritised and staff supervise effectively to allow children a level of independence which is appropriate for their ages and stages of development. Thorough risk assessments are in place and staff complete daily health and safety checks of all areas. Children are able to describe the procedure to follow in case they need to evacuate the premises. Fire exits are kept clear at all times and

smoke detectors and fire extinguishers are installed. The manager takes lead responsibility for safeguarding children. She has attended training to support her in this role. All staff are aware of the procedure to follow should concerns arise about the welfare of any of the children.

The manager and all members of the staff team work very effectively together to create a stimulating, fun and very caring environment for children. They all understand how children play and very successfully provide experiences that cover all areas of children's development. Staff use observations of individual children and listen to their suggestions in order to plan activities. They meet regularly throughout the scheme to evaluate the activities, discuss the needs of individual children and to identify areas for improvement. The views of staff, parents and children are also sought at the end of each holiday period to help with future planning.

Children play with an extremely good selection of resources. The indoor environment is particularly inspiring with an abundance of interesting and inviting art and craft materials. The outdoor area is very popular with space to run, play ball games and explore nature. Staff also take children across a playing field to use the fixed play equipment in the park. A good selection of bats and balls are available. Children also enjoy making camps with a large play parachute although, overall, the provision of resources for outdoor play is not quite as impressive as those available indoors. Space is well used and children gain great benefit from being able to flow freely and safely between the indoor and outdoor areas.

The individual personalities and interests of each child are well understood and respected. A range of resources and activities are available to support children to think about diversity. Drawing paper and masks of different skin tones encourage children to create images that reflect themselves, their friends and fantasy characters. They also dress up in costumes from around the world.

Parents are very complimentary about the staff and all aspects of the service provided. They receive a very warm welcome as they collect their children and staff are on hand to talk to them about their child's day. A good range of written information is on display in the entrance lobby and policies and procedures are available. Staff undertake observations of the children, which they make available to their parents. There are also shared information regarding children's learning and development with their school teachers to help provide cohesive care.

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

Children are well supported to learn about the importance of adopting healthy lifestyles. Lunchtime is a very sociable event and children bring in packed lunches from home. Parents receive information about the scheme's healthy eating policy and are supportive of this. Children are also developing very good personal care skills, routinely lining up to wash their hands before eating. They are generally all independent in their toileting but staff are aware of children who may need

support and provide this very sensitively and appropriately.

Children are extremely comfortable with the staff and many stop to give them a cuddle and thank them as they leave. Children understand the routines and boundaries in place and behave very sensibly and safely. They are aware of the procedure to follow in case of an emergency and generally demonstrate a very strong sense of security. Links with home are reinforced as children are able to take home Bill and Ben, the scheme teddy bears, and return them with photographs of their adventures.

Children have tremendous fun in the play scheme and bond exceptionally well as a group. The indoor area is a hive of creativity with children very industriously designing, planning and making wonderfully imaginative and expressive artwork. Children proudly display their work on the 'gallery' wall and are spurred on by the genuine praise and recognition they receive from staff. A range of blank facemasks very successfully engages the interests of girls and boys of differing ages. They select from the wonderful range of pens, paints, glitter, feathers, stars and similar items to decorate them, assigning them all very different characters. They also use the puppet theatre, which they decorated collaboratively, to play hilarious and imaginative games with their friends. Children chat constantly and happily as they play. They use language very effectively to share stories, make jokes, negotiate and ask questions. Staff, very effectively, role model good conversational skills. They listen well to the things that children say and give clear responses. Excellent age-appropriate strategies are in place to encourage children to write including the use of a 'graffiti wall'. Staff pin up lengths of lining paper at a low level so that children can express themselves in words. These are replaced regularly to ensure that there is always space available. Children also make good use of the comfortable cushioned area to sit and relax with a book.

Children who favour outdoor play are able to transport any equipment outside and staff are very responsive to their requests. Children also enjoy running games with their friends. Games using bats and balls help the children to develop coordination whilst also learning the rules of games and the importance of good sporting behaviour. The equipment in the nearby park is used to offer a greater amount of physical challenge to extend the more able children.

Children behave exceptionally well, responding to the positive, friendly and caring atmosphere created by staff. They are considerate to the needs of others and can often be seen helping each other in their art projects and praising each other's efforts. Children's social conscience is further promoted through discussions about the negative impact of litter. Staff explain that children often pick up litter in the park area that has been left by other users. Children very confidently make choices and decisions and readily approach staff eagerly to suggest ideas for additional activities. These skills help to prepare them superbly for the challenges of 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
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	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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