

# Lynn's Play Place

Inspection report for early years provision

---

**Unique reference number**

EY441223

**Inspection date**

14/08/2012

**Inspector**

Andrea McGanity

**Setting address**

Orrell Newfold Cp School, St. James Road, Orrell, WIGAN,  
Lancashire, WN5 7BD

**Telephone number**

07971093421

**Email**

**Type of setting**

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).

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

Lynn's Play Place Ltd was registered in 2012. It operates from designated rooms within, Orrell Newfold Community Primary School in the Orrell area of Wigan, Lancashire. There is an enclosed outdoor play area. It is open from 7.30am to 9am and 3.30pm to 6pm each weekday during term time and during school holidays 7.30am to 6pm each weekday.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children under eight may attend the club at any one time. The club also offers care to children eight years and over. There are currently 60 children on roll, of these, 11 children are within the early years age range. On the day of inspection, there were no children present in the early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs six members of staff. Of these, three hold a qualification at level 3 and three hold a qualification at level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers children a warm and welcoming environment, and staff demonstrate that children's opinions are greatly valued and they can explore and develop their creativity. Staff support children's development through the ethos of learning through play and children make good progress. The club's comprehensive systems ensure children are fully safeguarded, they are well cared for and their health and safety promoted. Staff work closely with parents, carers and external agencies to promote children's achievements and well-being, ensuring each child's individual needs are met. The management team have a positive attitude towards continuous improvement, although self-evaluation is in the early stages.

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

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

- develop a culture of reflective practice and self-evaluation to continually look for ways to improve the quality of the learning, development and care offered that will improve the quality of provision for all children.

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

Children are kept safe from harm because staff clearly understand and implement the detailed safeguarding policies and procedures. Recruitment procedures are robust and ensure that only suitable people are able to have unsupervised contact with the children. All records required for the safe and efficient management of the setting are well maintained. Risk assessments are undertaken to identify any potential hazards and appropriate action taken to address these. As a result, children are able to explore their environment safely whilst developing a good degree of independence.

Staff work extremely well as a team and setup an exciting and stimulating environment prior to children's arrival, which enables children to make independent choices and play freely at all times. The club has a good range of resources, which support children's play across all six areas of learning and are well used by everyone. There is easy access to the toys and resources which are arranged at a low level to encourage independent play and children to make choices. They positively reflect the wider world to help children learn about disability, ethnicity, and other cultures. The club promotes an inclusive service, they welcome all children equally, enabling them to make progress in their learning and development.

Good partnerships with parents ensure that all essential information is shared. Information brochures, a detailed website and documentation stored at the club ensures that parents are fully informed about the club policies and procedures and the activities their children have enjoyed throughout the day. The club also works in partnership with other agencies and settings attended by the children. Relevant information is shared to ensure that a consistency of care is provided. The club encourages parents to share information about the progress their children have made with their schools to enhance their further learning and development.

The management and staff team have given consideration to the service they provide and have identified some strengths and weaknesses. For example, improve resources for the children and to undertake training opportunities in order to develop their knowledge further, which indicates a positive attitude to continuous improvement. However, this is an area that is not developed fully in order for them to continue to bring about changes to improve outcomes for children.

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

Through discussions with the staff it is evident that children are guided to use the equipment safely and to clear up areas after use. The children feel safe and secure as they are encouraged to follow safe evacuation procedures and feel safe to take appropriate risks when using the outdoor play equipment. Through further discussion with staff, children enjoy regular opportunities to play outside with a variety of different equipment to support their physical development. For example,

they have opportunities to run, skip, ride, slide and balance. Through further discussion with staff, children enjoy healthy snacks and for lunch they bring their own packed lunch. They also have access to fresh drinking water to ensure they are hydrated. They have opportunities to develop good independence with personal hygiene. For example, they wash their hands before they eat food or after playing outside.

Through discussions with staff it is evident that, a key worker system ensures that each child's starting point is known. This means that staff can use their knowledge of how children develop to promote a good level of learning and development for each child. Through further discussion it is evident that, staff undertake both planned and spontaneous observations of the children's learning across the six areas. This information is then used to assess their stage of development and plan for their next steps in their individual files. Therefore, children are making good progress. Planning includes a good balance of child centred and adult focused activities which effectively support children's learning, both indoors and outdoors. Children have good opportunities to develop their writing and drawing skills as there is a well-resourced mark making area. Children have access to information and communication technology equipment, keyboards and hand held devices supporting children's understanding of technology.

Through discussions with staff it is evident that, children develop good problem solving skills as they use table top activities or build towers and other models from construction materials. Creative skills are developing well, exemplified when children produce unique individual pieces, such as sewing teddy bear puppets. The children learn about diversity and the world in which they live. They talk about differences, celebrate different festivals and traditions and have a good selection of resources and that promote positive images of all people in society. For example, for Ramadan they make wall plaques and use different materials for this. Through further discussions with staff it is evident that there is a clear behaviour policy. Children are encouraged to respect each other's things and to share and take turns and staff give clear explanations and set appropriate boundaries.

## 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

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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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