

# PLAY@Churwell

Japa Mill Building, Churwell Primary School, Westwood Side, Morley, LEEDS, LS27 9HR

## Inspection date

Previous inspection date

19/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Partnerships with parents are excellent. This ensures information is shared in a very effective way which means the care children receive in the setting is a true reflection of their home life. As a result, children settle extremely well and parents have faith and trust in the staff who care for them.
- Staff are highly skilled practitioners who have an excellent understanding of the Early Years Foundation Stage. They provide children with an exciting range of activities across all areas of learning and a particular strength of the setting is the excellent opportunities children have to learn outdoors. This means they really enjoy their learning and make very good progress.
- Staff delight in children's efforts and achievements and make excellent use of praise. This means children are extremely confident in what they can do and behave extremely well, which makes the atmosphere very calm and peaceful.
- The staff team is excellent. They have a very friendly and approachable manner and work to the highest standards to ensure they provide a safe, stimulating and exciting environment for children to play and learn that still has a very homely feel.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the play rooms and outdoor play area.
- The inspector met with the manager and registered person and spoke with the staff at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's learning records, planning documents, a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

PLAY@Churwell was registered at the current setting in 2005 and re-registered at the same site in 2012, following a change to its organisation. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a Social Enterprise Company and is situated in the Morley area of Leeds. It

operates from a self-contained building in the grounds of Churwell Primary School. Children are cared for in three rooms and there is an enclosed area available for outdoor play. The premises are accessible to all children. The setting employs 16 members of child care staff. Of these, 13 hold appropriate early years qualifications at level 3 and the manager has an early years qualification at level 5.

The setting opens Monday to Friday all year round. The pre-school provision is for children from two years of age and is open on a Monday, Thursday and Friday from 9am until 11am, term time only. Wrap around nursery care is available during term time for children attending Churwell Primary School from 7.30am to 6pm. The setting also provides before and after school care for children from the age of four years. These sessions run Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm term time only. During the school holidays the setting operates a holiday play scheme for children from the wider community. This is open Monday to Friday from 8am to 6pm and offers care for children from three to 11 years. Children attend for a variety of sessions and there are currently 221 on roll, of whom 105 are in the early years age group. The setting provides funded early education for three- and four-year-old children. It is currently supporting a number of children who speak English as an additional language and is able to support children with special needs and/or disabilities. The setting has achieved the Leeds Quality Assurance award and works in partnership with the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- build on the links with providers of other early years settings that children also attend in the wider community to ensure information about their care and learning needs is shared effectively.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

All staff have an excellent understanding of the Early Years Foundation Stage and the seven areas of learning. They meticulously plan and provide a wide range of imaginative learning experiences that are tailored to each child's individual development needs. This enables them to make very good progress that is well within the expected developmental bands for their age. Staff are very conscientious in observing and assessing children's learning and keeping highly detailed records of their development. They give great attention to enabling parents to share information about their children's current interests

and achievements at home. This means they have a comprehensive and up-to-date knowledge of each child's learning both in the setting and their home environment and how they can complement each other. Children's readiness for school is supported extremely well overall. For example, staff within the setting work very closely with the teachers at the school nursery which is based on the same site. They meticulously plan activities together in order to complement children's learning in each setting and have constant discussion about children's progress which means the transition to school is seamless. There is scope, however, to develop links with providers of settings outside the immediate locality that some children move on to, to promote the same highly effective approach across the board.

Staff use excellent teaching techniques to engage children in the activities they provide and show a very enthusiastic approach which means children want to take part and thoroughly enjoy their learning. For example, a group of children become enthralled by one member's story about fairies leaving pine cones in the woods that are in need of decoration for Christmas. The children show immense delight as they search for these amongst the trees and carefully paint and decorate them with 'fairy dust'. They excitedly take these indoors to show other staff what they have achieved and how they have helped the fairies. All of which is highly successful in supporting their imagination and creativity. Staff very skilfully enable children to follow their own interests. They give them time to explore for themselves but are on hand to sensitively support and extend their learning as needed. For instance, several children become fully immersed as they explore the textures of items, such as tree bark, moss and pebbles. With input from a member of staff the activity evolves to the point where the children very imaginatively pretend the stones are pasta and that the piece of moss is cheese and the bark a grater for this.

The organisation and presentation of toys and resources is excellent which enables children to make independent choices regarding what they would like to play with and how they spend their time. For example, they delight in accessing their own craft resources to make a Christmas stocking and playing imaginatively in the home corner as they make pretend birthday cakes. All playrooms have an abundance of colourful displays including examples of children's art work, showing their efforts are truly valued and appreciated. Alongside these are many examples of print to show children that words have meaning. Staff give the highest priority to helping children acquire very good communication and language skills by engaging them in conversation at every opportunity. As a result, they develop an excellent range of vocabulary. For example, a group of children very confidently name each ingredient and describe the changes in the texture as they make their own play dough, with staff skilfully extending this as they introduce the names of more unusual ingredients, such as cream of tartar. At the end of the activity one child makes a model of the moon, sun and earth and describes in great detail which is the largest and how the moon comes out at night after the sun has gone to bed.

### **The contribution of the early years provision to the well-being of children**

Staff pay meticulous attention to helping children to form secure attachments which means they settle very well, are emotionally secure and have an excellent base for their

learning and development. As the children's key person they give the highest priority to working closely with parents to find out about children's interests and dislikes and their family life. Consequently they know the children extremely well, are very confident in discussing their learning needs and delight in sharing aspects of the children's personality and individuality. This means children respond with affection to the staff and are totally at ease in their environment. For example, one child commented that they like everything about the setting.

Children have excellent opportunities to learn about taking care of themselves and making sure they know how to stay safe. For example, before taking part in activities in the woods staff discuss the risks with them and how they can manage these. As a result, the children fully understand that they need to be careful of any twigs and small branches on the ground as these could cause them to trip and to take care that they don't slip in the mud. The children have very good opportunities to learn about staying healthy. For example, they clean their teeth after lunch and independently access their own tissue to blow their nose and put this in the bin afterwards. Children learn to behave in an exemplary manner because well-established practices and routines are in place to ensure they understand fully what is expected of them. For example, they know to tidy away the toys after use and they make sure, for example, that they put the different coloured bricks in the correct basket. They walk very sensibly in twos as they access the outdoor area and make sure they use their 'deer ears' to listen to instructions from staff during activities in the area. They automatically take off their muddy boots when they return inside and hang up their coats which shows that they fully respect their environment. Children develop extremely high levels of self-esteem and confidence because there is a very strong emphasis on celebrating effort and achievement within the setting and to making this a family orientated environment. For example, the older children are praised for remembering to be careful around the younger ones as they dance and take part in 'musical bumps' at the Christmas party, so this is an enjoyable experience for all.

The attention given to promoting children's health is excellent. Meticulous systems are in place to ensure any individual health or dietary needs are met and there is an excellent focus on outdoor physical activities, which enables all children to develop very good control of their bodies and to benefit fully from fresh air. For instance, they relish the opportunities to explore the wooded area, sitting on logs in the willow shelter to listen to stories and making 'cobwebs' from sticks and wool to hang in the trees. They delight in recalling how they helped to make and had hot chocolate to drink outside. Children are keen to be outside whatever the weather and this reflects staff's firm belief that there is no such thing as unsuitable weather, only unsuitable clothing and that the environment is the children's third teacher. Children have excellent opportunities to take part in activities away from the setting. For example, they travel by bus to the library, buy ingredients they need for baking activities at the local shops and they regularly meet up with the postman on their walks in the local area. The setting has very strong links with Churwell action group and through this the children have many meaningful and first-hand opportunities to learn about birds and to take part in pond dipping activities. All of which, enables them to be active members of their community and to gain confidence in taking part in activities away from their normal childcare setting.

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

The registered person and manager have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements of the Early Years Foundation Stage and work relentlessly to ensure these are met. For example, the procedures for the recruitment and vetting of suitable staff are extremely robust, security systems are highly effective and safety assessments are meticulously carried out on the premises. This ensures children's safety is not compromised in any way. Excellent attention is given to the performance management of staff, with management having a firm belief in 'growing' their own staff. For example, the manager makes regular observations of staff's performance, supervision sessions are held each month and an annual appraisal is held for each member. Staff are actively encouraged to be reflective and to critically analyse their practice. Their enthusiasm for this and the part in plays in their professional development is very evident. For example, one member was very keen to discuss how her career path had developed. Management are extremely supportive in helping staff to address any issues of under-performance and in providing practical support when staff are undergoing additional training, such as providing day release for this. This means the opportunities for them to enhance their knowledge and understanding of childcare practice are excellent.

The organisation and deployment of staff is excellent which means day-to-day activities are managed very skilfully. This is particularly evident during the Christmas party when additional staff are on hand to ensure the younger children in particular enjoy the out of the ordinary activity. The registered person has a clear and very well-defined vision of what it is she wants to achieve for the setting and where she sees this within the local community. She puts children and their families at the heart of everything and is supported fully in this by the manager and staff team. High priority is given to self-evaluation, with the views of staff, parents, children and outside agencies all feeding into this. For example, staff have an evaluation book in each room where they record any areas for improvement and how this will be achieved. Parents are consulted before any changes are made to ensure the service still meets the needs of the majority. The manager is meticulous in keeping herself up-to-date with any changes in legislation and local authority initiatives and is not afraid to challenge these and make suggestions for improvement. This means the capacity for continuous improvement is excellent.

Partnerships with parents are superb. Before the placement begins they are invited to an open evening so staff can explain the ethos of the setting and the particular emphasis that is placed on outdoor learning. They receive a booklet about the Early Years Foundation Stage and ongoing information is provided on notice boards, through, a website, newsletters and detailed updates of what the children have been doing each day. Parents are actively encouraged to be involved in their children's learning. For example, staff provide the recipe so they can make their own play dough and the words to songs the children are learning. Children can take the setting's doll home and parents help them recall its adventures with them in a diary. Parents provide extremely positive feedback about the service they receive. For example, they particularly like the homely feel of the setting and commend the staff for their very caring, reassuring and friendly approach.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early

Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY449681
<b>Local authority</b>	Leeds
<b>Inspection number</b>	804875
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	221
<b>Name of provider</b>	Churwell C.I.C.
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 252 6824

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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