

Play2gether

Mandeville School, Horsenden Lane North, GREENFORD, Middlesex, UB6 0PA

Inspection date

Previous inspection date

19/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have strong relationships with teachers and the other professional staff at the school the children attend. They all work exceptionally well together to meet children's profound needs and help children make as much progress as they can given their starting points.
- The setting is welcoming and children demonstrate a strong sense of security and confidence. This means they are better able to benefit from the activities offered and to complement their learning in school.
- Children clearly benefit and thrive as a result of the high quality environment and resources.
- Children's are safe because the staff are vigilant.

It is not yet outstanding because

- Staff do not always use adult lead activities most effectively to engage all new children when they first join the playscheme.
- Staff have not yet fully enabled home languages for bi-lingual children and those learning English as an additional language to be brought into their play at the playscheme.

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 looked at children's assessment records, planning documentation, the provider's self-evaluation form and a range of other documentation.
- The inspector observed activities in the nursery classroom room and the sensory play room.
- The inspector held discussions with the manager of the provision.
- The inspector talked with the staff and children.

Inspector

Sheila Harrison

Full Report

Information about the setting

Play2gether holiday playscheme registered on the Early Years Register in 2010 and is also registered on the compulsory and voluntary parts of the Childcare Register. It is a committee run provision situated in Mandeville School, Greenford, Middlesex. It uses the classrooms and specialist rooms in the purpose built school. There is access to an outdoor play space. Children attending all have special educational needs and/or disabilities and come from the London Borough of Ealing.

There is one child in the early years age range years and 17 school-age children on roll. The setting supports children learning English as an additional language. The provision is open holiday times only from 9.30am to 3.30pm. There is a total of 19 staff which is a mixture of core staff and agency staff. Of the current team, there are three staff with qualified teacher status, one member of staff with a level 6 qualification and five members of staff are qualified to level 3.

What the setting needs to do to improve further

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

- continue to develop ways that staff plan to engage children through adult led activities when they first arrive at the setting
- enhance opportunities for children whose home language is other than English, to use their home language within their play and learning.

Inspection judgements

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

Children have fun and enjoy their time at the playscheme. Staff plan a wide range of interesting activities to extend children's skills and to complement their learning at home and at school. Staff bring fruit for children to squeeze, smell and touch. They link this with pictures of fruit to help children connect pictures and real world objects. Children enjoy exploring various textures available to them and are confident to explore their sense of touch. Staff adapt activities according to individual needs and challenge them accordingly. As a result, children make good progress within their aptitudes and abilities and to close the gap in their achievements.

Children settle quickly when they join the playscheme as they know their key person. Staff link planned next steps to the targets identified by the preschool. However, staff do not consistently identify adult initiated activities to specifically encourage new children to develop good levels of engagement when they join the setting. However, records of achievements show children make very good progress during the playscheme.

Staff are very attentive to the children. They observe their interests and provide varied toys that are easily available, maintaining flexibility to respond to children's interests. Staff support children's spoken language skills and other forms of non-verbal communications.

For example, they understand how to use signing and picture exchange systems to communicate with children who may not use speech. While staff are aware of children's home language when it is not English, they do not always use it in the preschool to build on the knowledge and skills that the children have already developed in their home language.

Children make links between their actions and the result while they enjoy playing with the electronic toys with buttons and switches. They repeatedly press the buttons to hear the sounds of a letter and animal sounds. Staff organise music and drama teachers who visit the preschool. They help children extend their creative development as they explore a wide variety of creative experiences.

Staff develop close relationships with parents to develop a good exchange flow of information between them. This includes discussing how children learn at home so that they can tailor activities to most of their learning needs.

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

Children are happy as staff provide them with a safe, nurturing and secure environment where they receive sensitive care and attention. Each child is allocated a key person who knows them well. Staff continuity is good as staff also work at the children's school. For example, Staff know children's sleep routines and they sensitively support them to rest comfortably. Staff are deployed well and use the information supplied through the school's teaching and professional staff to aid children's smooth transition between settings.

Staff are good role models. They use consistently provide clear guidance for children about what is acceptable behaviour. Staff effectively use the Maketon signs and the Picture Exchange Communication system that children use at school. Staff can describe how successful these strategies are to help children make progress. Children can now sit for short periods of time and are beginning to feed themselves with a spoon. This helps children to learn to be independent and encourage them to manage their own personal needs relative to their physical condition and stage of development.

There is a stimulating, well-resourced and welcoming environment, both in and outdoors, to support children's all-round development. Staff make exceptionally good use of the schools specialised equipment. Children enjoy the sensory room with the large soft play equipment and this helps them to play vigorously and to stay safe within their current stage of development. During some holidays the playscheme organises trips to local places of interest which provides a range of experiences that develop children's growing awareness of the world around them. Staff support children to learn about healthy eating by encouraging them to bring healthy foods in their lunch boxes. They plan useful activities that encourage children to touch and eventually to taste various fruit and vegetables.

The effectiveness of the leadership and management of the early years

provision

Staff safeguard children effectively because the core team has a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements especially for the very vulnerable children in their care. The premises are purpose built and very well maintained and this supports a highly effective environment in meeting the children's physical and care needs. Staff are vigilant so that the premises remain secure. Doors and gates are locked with alarms to ensure children do not leave the premises unsupervised. These procedures promote children's safety. There are robust recruitment and vetting procedures to assess that everyone working with the children is suitable to do so. The playscheme management checks the agency staff credentials and ensure that all staff receive a suitable induction to the playscheme. Staff have an introduction to the policies and valuable information on the individual children they are to care for. The management monitors the on-going suitability of all core staff effectively. The managers ensure that staff have information they need on the planned play activities through regular meetings and appraisals.

Staff share information on children's days with other providers that care for the children after pre-school. The playscheme is working in close partnership with the school to reintroduce a Saturday club. They plan to include opportunities for parents to stay for a session and a siblings group to support children with brothers and sisters that attend the school. This shows their commitment to support families of children who attend.

The management team have strong aspirations and the staff team have a common sense of purpose. The core team attend the frequent training offered through the school and this helps staff effectively identify the strengths and areas for improvement. The core staff work with the children in the school and the agency staff often return to work in the scheme to help sustain a caring and consistent relationships with children. Parents are given the opportunity to express their views through the end of scheme questionnaire and the playscheme held during the summer returned very positive comments. The playscheme staff attends the school parents evenings which gives parents useful information on the working of the playscheme Staff work closely with the school staff including the other professionals such as speech therapists, occupational therapists and social workers to ensure children are protected and their families are very well supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY403887
Local authority	Ealing
Inspection number	810641

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	18
Name of provider	The Log Cabin
Date of previous inspection	Not applicable
Telephone number	0208 8403400

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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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