

# Play Planet - William Read

William Read Cp School, Long Road, CANVEY ISLAND, Essex, SS8 0JE

## Inspection date

11/02/2013

Previous inspection date

26/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- There are caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are settled and secure.
- Staff provide a good variety of interesting and stimulating activities to promote children's progress in all areas of learning.
- Staff develop successful partnerships with parents. They share information with parents on a daily basis, which promotes the children's individual needs well.
- The manager and her staff team have a shared ambition to improve the provision to promote the learning and development of all children effectively.

### It is not yet outstanding because

- Children do not always have access to a full range of information, communication and technology resources to support their learning in understanding the world.

## 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 children's play and staff interaction.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff and parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of children's records, self-evaluation documentation and display materials.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Play Planet - William Read Pre-School registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by Play Planet Family Project. It operates from a purpose built premises in Canvey Island in Essex. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday all year round for morning sessions from 8.30am until 11.30am and afternoon sessions from 12noon to 3pm. Children attend for a variety of sessions. There are currently 79 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

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

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

- strengthen the programme for understanding the world by; providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers.

### **Inspection judgements**

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

The pre-school provides a good start to children's learning and play experiences. Children of all ages happily enjoy a stimulating programme of activities which support them in making good progress in relation to their starting points. Rich experiences and resources which cover all seven areas of learning and development are on offer both indoors and outside. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff update each child's learning journey file with observations, photographs and achievable next steps in learning that highlight the good progress children are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests and ideas. Parents are actively involved in contributing to their children's development through daily discussions, which helps to effectively extend children's learning experiences.

Children participate in activities both indoors and outside and these include a good mix of adult-led and child-initiated play. They play outside on a daily basis and the outdoor area promotes children's skills and confidence. For example, children delight in using a magnifying glass to examine a worm that they have discovered. Children choose from a

range of play equipment, including wheeled toys, balancing stilts and balls, which promote their physical skills. Staff are on hand to monitor safety and offer children support. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, the range of information, communication and technology equipment, including programmable toys, is not as varied. This reduces opportunities for children to develop their understanding of the world.

Staff promote children's communication and language skills successfully through the varied range of activities offered. For example, children create a den where they enjoy sharing their favourite storybooks with staff and their friends. This encourages reading for pleasure and helps to promote their early reading skills. Staff engage actively in conversation with the children and give them time to initiate discussions from shared experiences. They provide writing materials that are easily available for all children to practise their early writing skills. Children's mathematical learning is promoted very effectively, for example, as they count the number of scoops of sand it takes to fill a range containers. Staff promote this learning further as they encourage children to compare the different sizes of containers. Consequently, children are developing skills to support their eventual move to school.

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

The very effective key person system supports children to feel valued and helps them develop a sense of belonging. Caring staff warmly welcome the children and their families. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children concentrate and persevere on their freely chosen activities as well as those led by adults. They have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example, tidying away toys and resources at the end of the session.

Staff support children's good understanding of the importance of a healthy lifestyle. They provide nutritious snacks, which include fruit and vegetables. Children develop good independence skills as they receive time and encouragement to serve themselves and pour their own drinks. Staff discuss the importance of hand washing in order to protect themselves from harmful germs. As a result, children develop independence in hygiene and managing their personal care. Children benefit from regular fresh air and exercise during outdoor play. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the pre-school and learn skills

that help them manage their move to school.

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

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance through appraisals, and informally through observation and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Effective induction procedures are in place to support new staff. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement.

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern about a child in their care. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. The pre-school has a comprehensive safeguarding policy in place, which the provider updates to take into account any new requirements. All policies are shared with parents. Staff supervise children closely as they play and have a thorough understanding of how to promote children's welfare. Most staff undertake paediatric first aid training so that they can attend to a child in the event of an accident. There is effective recording of accidents and the administration of medication. Robust vetting procedures check staff suitability to work with children. The safeguarding systems in place help staff to promote children's welfare effectively.

Staff forge positive partnerships with parents. Parents speak highly of the care and learning their children receive. Staff keep them informed about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year to formally share information about their child's progress in pre-school and at home. Staff promote good links with other providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings or to school for the children.

### **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

<b>Unique reference number</b>	EY396620
<b>Local authority</b>	Essex

<b>Inspection number</b>	903181
<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>	29
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Play Planet Family Project
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	01268699300

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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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