

# Horwich Playcare

The Annex Building, Church Street, Horwich, BOLTON, BL6 6AA

## Inspection date

Previous inspection date

27/06/2013

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

- Children make good and sometimes very good progress in their learning, given their starting points, due to thorough staff knowledge and understanding of individual children and how to help them learn. There is some outstanding practice, especially in the pre-school room.
- Children are confident, happy and well-behaved and staff make children's safety an absolute priority. There are systems in place to ascertain children's emotional well-being and its possible impact on their learning.
- There is a strong emphasis on the teaching of early literacy and communication skills, including the use of information communication technology, and this is supported by staff training and professional development.
- The pre-school room has developed highly effective ways to help parents contribute to planning and assessment of their children and to make a direct contribution to their learning. Parents are very well-informed about their children's learning and welfare.

### It is not yet outstanding because

- The processes for staff performance management do not support consistently outstanding practice across the setting.
- The monitoring of quality of observations and detail of assessment is not rigorous enough to support consistently outstanding practice in these respects across the setting.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 reviewed a range of information available about the setting to prepare for the inspection.

A tour of the premises was made, and the inspector had an initial meeting with one
- of the owners to establish a timetable for the day, which included time to discuss the leadership and management of the setting.

The inspector carried out observations on childcare staff and their interactions with
- children throughout the day and examined samples of documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and one of the owners of a member of staff who was leading a small group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were keen to share their views about their children's care and learning in the setting.

**Inspector**

Jennifer Kennaugh

**Full Report****Information about the setting**

Horwich Playcare is owned by a limited company and originally registered in 1975. It re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register due to changes in directorship. It operates from four rooms within two separate buildings situated in the same yard, in the Horwich area of Bolton. There are two enclosed areas available for outdoor play.

The setting serves the local area and is mostly accessible to all children. It employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. Two staff hold a level 2 qualification and one is an unqualified apprentice. One member of staff has Early Years Professional Status and a second has Qualified Teacher Status. The setting also employs a cleaner and a cook. It is open Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6.15pm. Children can attend for a variety of sessions. There are currently 109 children attending who are within the early years age range. The setting provides funded early education for two-, three- and four-year-old children. It also operates a wraparound care service for school-age children attending the nearest primary school, offering care before and after school.

The setting supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The setting receives support from the local authority early years team.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- refine the processes for staff performance management, including reflection on individual practice, in order to support outstanding practice across the setting
- enhance the ways of monitoring quality of observations and detail of assessment so that an exceptional standard is maintained across all rooms in the setting to inform planning for individual children.

## Inspection judgements

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

Children make good and sometimes very good progress in their learning, whatever their starting points, as key persons and managers have thorough knowledge of how to support individual children's learning. Staff make individual plans based on their observations of what children can do and use information about their interests to help motivate them in their learning. They make assessments of what children can do when they join the setting, in order to plan effectively for their learning. Educational programmes draw on children's observed needs, as well as making some use of themes, events, and festivals that reflect the intake of children in the setting. The educational programmes have depth and breadth, as a result of this well-organised approach. For example, the setting makes use of outings, such as to museums and aquariums in order to provide first-hand learning experiences for children. Parents are encouraged to join children on these, when possible, which helps to directly involve them in their children's learning. The setting also plans local walks for children which have a variety of focuses, such as to look for signs and text in the environment, or to count the different sounds they hear. This enriches the experiences that develop children's communication skills. Managers monitor planning regularly to support consistency of quality. They ask staff to make contributions to the planning for the weekly activities and resources as a result of their observations of children's learning needs. Most staff across the setting make highly detailed observations of children's learning in their key groups and this leads to similarly strong planning. As a result, the weekly planning by room managers incorporates experiences that precisely meet the learning needs of children, as observed by their key persons.

Comprehensive assessments are made of children's learning, through tracking their progress in detail. This is outstanding in the pre-school room, with some similarly strong practice in the two- to three-year-olds room. The assessments enables staff to see if children's progress is as expected, above, or below for their age and stage. Consequently, staff are able to address any gaps in learning that may emerge, so that early intervention can prevent greater any future difficulties. The setting has implemented the progress check at age two. These provide reports for parents which include information about children's progress in social, physical and communication development, along with contributions from parents and plans for next steps in learning. In addition, all parents receive end of year reports about their children's progress, along with daily verbal and written information. This means that parents are very well-informed about their children's progress. The setting has been successful at helping parents of children in the pre-school room to share information regularly about children's play, experiences and talk away from the setting. This means that staff are able to use this to enhance planning for individual children's learning. Staff also make displays using the information and photographs sent by parents. This helps children to feel that they are valued and also raises their awareness of the interests and experiences of others.

Comprehensive planning is made specifically for children's communication development, with daily small group sessions for older children in the two- to three-year olds' room. In these, children engage in activities, such as investigating a 'Wonder box' of various objects

to encourage creative language and thought. For example, children develop talk about pirates, treasure and sea animals when they find strings of beads, shells and coloured feathers. Some develop the idea by arranging buttons and disc shapes from the box to make designs that they say represent fish. This strong practice in developing communication skills is as a result of senior staff undertaking relevant training, such as specific speech and language training and cascading it to others to enhance the provision. Children in the pre-school room have daily activities to reinforce their knowledge of letters and sounds, such as one-to-one sessions using matching games on the interactive whiteboard, supported by the early years professional.

Children participate enthusiastically in song and rhyme activities. They copy staff actions to the songs, developing their knowledge of parts of the body. They also learn comparative language such as 'faster' and 'slower' when staff alter the pace of the song. They listen to stories based on characters from children's television programmes and are observed to enjoy offering information about their own experiences that link with the story, such as brushing their teeth. The use of stories about popular television characters also helps to engage children, developing their concentration and supporting an enjoyment of books. Staff are careful to look for patterns in children's play, such as enjoyment of repetitive activities, and provide for this. For example, children can shape play dough and then make 'hedgehogs' by embedding lolly pop sticks into it. They learn about shapes and develop their cutting skills when making representations of bags carried by a popular television character. This supports children's creative development as well as their hand-eye co-ordination. Children learn about the properties of different materials, such as dry spaghetti. They break it into small pieces in order to fill containers, such as toy trucks, solving the problem of how to fit the spaghetti in, and developing their spatial awareness.

Children have daily opportunities for developing play with resources, such as cardboard boxes, crates and large cardboard tubes that can be used in a variety of ways. They take immense delight when they get a tennis ball stuck inside a tube, so that two children can tip the ball from one end to the other, without it coming out. This develops their early experience of forces and also enables them to practise co-operative play. As a result, their social and communication skills are developed. Children in the pre-school room co-operate very well together to make complex structures from wooden blocks and use these as the basis for play with a variety of small world vehicles. They add train track to enhance their play about a transport system and staff ask questions, such as 'Do you think it is a big train track or a little one?' This encourages children's critical thinking and hence develops their ability to provide an explanation of their reasoning. Children in pre-school delight in showing their home-reading books, and also their activity books for drawing and writing that they take home. These initiatives provide excellent support for their emerging literacy and also means that parents have further ways to engage with their children's learning.

The setting passes information about children's progress to the next settings when they leave, to support continuity of learning. This includes holding meetings with children's future school staff when they come to observe children in the pre-school room. Overall, the setting prepares children very well for their next steps in learning, including full-time school, including those with special educational needs and/or disabilities. Children with these additional needs have comprehensive individual education plans written, which

incorporate, when relevant, planning from other professionals involved, to ensure that all children's needs are well met. The setting displays significant words from the languages used by children in addition to English, to reinforce literacy in both languages. Parents are encouraged to share their culture and language with children in the setting, for example by coming in to tell stories and teach children songs from other countries. This broadens children's knowledge and understanding of the wider community, whilst celebrating diversity in the setting.

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

The setting operates a key person system in order to support children's emotional welfare, and key persons show good knowledge of children and their families. This is due to their observations, information from parents and talking to children informally or during group times. Consequently, children's learning is supported due to their good emotional security. Children demonstrate very good emotional security by exploring the space and resources thoroughly, indoors and outside. The managers have implemented the use of 'Leuven scales' in order to assess children's emotional well-being, and hence the likely impact of this on their learning. This means that this information can be incorporated into planning for individual learning. Children are observed to be confident to share their ideas with staff and other children at small group times, such as those led by their key person. The setting operates an effective scheme in the wraparound care to reward good behaviour and also when children demonstrate learning, in order to enhance their motivation. Children's independence is supported by the use of a name-card system for registering themselves on arrival in the pre-school room.

Children's behaviour is very good and they show regard for their own safety and that of others when playing. They have free access to a range of resources indoors and out, that covers all areas of learning. This helps children develop independence through being able to make their own decisions about what to play with. Children's welfare is well-protected by a comprehensive range of parental permissions. For example, detailed records and permissions are held for children regarding the administration of medicines and sun protection creams. The setting provides a well-equipped environment, which gives children a range of opportunities to take reasonable risk in their outdoor play. As a result, children can play with careful supervision on age-appropriate climbing frames, slides and balancing beams, developing their whole body control and enjoying exercise as part of a healthy lifestyle. Children have ample opportunities to run, pedal and climb in the large outdoor areas, as well as developing their hand-eye control by catching balls or playing with water and sand. Staff plan for games outdoors with children to develop their listening skills, such as 'What time is it Mr Wolf?', using their preference for outdoor play to enhance their learning.

Children show a good level of self-care and they are supported to manage a variety of aspects of personal care by provision of suitable equipment. Snacks are healthy, and children have access to water over the day. This contributes to children receiving a balanced diet and learning how to manage their needs. The setting also asks that parents take care not to send in foods that children other than their own are allergic to, in order to

help maintain all children's good health. Lunch bags are stored appropriately in order to help prevent food spoilage and parents are requested to provide 'cold packs' in the bags to support this. All areas of the setting are clean and well-maintained, including the kitchen and toilets. Suitable practical measures, such as radiator covers and safety gates are in place, to help support children's safety and security. Staff deploy themselves well to in order to maintain children's safety indoors and outside, and daily checks are carried out to minimise hazards, therefore helping to prevent accidents.

Transitions within the setting are well-managed, with plenty of discussion with parents to support children when they join, in order to have information to help children settle. A flexible approach, which is based on the needs of the individual child and parents, is taken, to maintain children's emotional well-being. For example, the setting uses information from any previous settings attended by children in order to inform their initial planning for settling-in. It also seeks detailed information from parents to supplement this. In the pre-school room, staff make displays of all the schools to which children will transfer, in order to help them become familiar with the idea of changing setting. This is in order to help prevent anxiety and promote confidence. The setting maintains regular contact with other settings attended by children, such as school, to support children's welfare. Comprehensive information to support children's good health and well-being is kept from when children join the setting, in order to meet their needs, such as dietary requirements. A selection of information leaflets and posters are available to parents in the entry areas of the setting and these cover local events, resources, such as children's centres and information about the Early Years Foundation Stage. The setting also displays information about how to report a concern about a child and how to contact Ofsted. A wipe-clean board at the entry area for pre-school is also used to remind staff and parents about upcoming events and any requests, such as to provide recyclable materials for activities. In this way, the setting provides comprehensive support for young children and families, including support to help keep children safe.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff receive regular training in safeguarding and have their understanding of this checked regularly through the use of questionnaires. Consequently, staff are knowledgeable about how to manage any concerns they may have about a child's welfare. Owners, managers, staff and any volunteers or students are checked and vetted for suitability to work with children. Staff make regular declarations to the owner that they remain suitable for work with children and the owner also obtains repeat disclosures for staff and managers as part of her commitment to protecting children's welfare. All documentation related to statutory requirements is completed to support the safe and effective running of the setting. This includes a policy for the use of devices with cameras on the premises, such as mobile phones. For example, school children who bring mobile phones hand them in when they arrive and collect them on leaving the premises. A comprehensive range of policies and procedures are used to maintain a very good standard of care and learning for all children in the setting, including

when children require care plans due to health needs, such as allergies.

Responsibilities of staff and managers are clearly defined to ensure that staff have a good understanding of how to carry out their roles to a high standard. For example, there is a thorough policy covering staff conduct on social networking sites to support maintaining confidentiality. There is a comprehensive procedure for the recruitment of new staff, to ensure that they are suitable to work with children so that an effective childcare team is maintained. However, the current staff is overall a very stable one, showing that the team responds well to its management. This supports continuity of care and learning for children. There are comprehensive procedures in place for induction of new staff and any apprentices or students in order to protect children's welfare. The setting has begun to plan refinements to the procedures to manage staff performance, as a result of managers attending relevant training. This is to develop a more systematic approach to monitoring staff quality of teaching, and enhance their reflection on practice, hence bringing about continuous improvement. However, this is not thoroughly embedded in the setting's management, so outstanding practice is not currently consistent across the provision. Staff are supported to identify areas where they would like more training through regular meetings as a whole staff and individually through appraisals. This approach to organising training helps to maintain a good staff understanding of how to promote children's learning and welfare.

Staff plan activities based on the needs of individual children, which provide good, and sometimes better, levels of challenge appropriate to their age and stage of development. The educational programmes that result from planning are monitored by the managers to ensure they consistently have depth and breadth. Staff make accurate assessments of children's progress and this is supported by detailed recording systems that enable gaps in learning to be identified. Some staff show outstanding detail in their assessments of children's learning, and as a result, this has a highly positive effect on planning for children's learning when this occurs. Staff across the setting plan with precision for children, to enhance their learning. Quality of teaching is monitored through daily informal observations by the owner and managers. This is used to inform the appraisal process and provide ongoing feedback on practice to staff. As a result, any perceived underperformance can be quickly and sensitively tackled so that staff are clear about the high standards expected from them, when working to build children's learning. Staff quality of teaching in the pre-school room is consistently outstanding and some practice in other areas of the setting is also of a similarly exceptional quality. The teacher and early years professional are beginning to use assessment information to identify areas where more planning is needed for specific children and groups of children, such as those who are summer born. As a result, children achieve good or better progress, including those with special educational needs and/or disabilities and those with English as an additional language.

The setting has established effective partnerships with all parents, and parents praise it very highly for its care, security and education of children. Parents are encouraged to contribute to the evaluation process both through verbal and written means. Staff have regular opportunities to share information with the manager for the evaluation process at whole staff meetings and also as part of their yearly appraisal meetings. The setting maintains a partnership with early years support from the local authority, in order to

develop its provision further. Staff and managers show a strong understanding of how sharing information with other agencies and settings can support continuity of care and education for children. Consequently, the setting demonstrates very good partnership working on the behalf of children who require support from other professionals, along with schools that children attend, in the case of children attending the wraparound care. Both recommendations from the previous report have been met, showing a purposeful attitude towards continuous improvement in order to enhance children's care and learning. The setting uses the Ofsted self-evaluation tool in order to show how the provision develops and refines its practice as it identifies areas where changes can be made to benefit children. For example, the owners and managers have planned a formalised system of peer observation in order to enhance staff quality of teaching, and encourage regular reflection on individual practice by staff.

### **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
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 action. 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>	EY458820
<b>Local authority</b>	Bolton
<b>Inspection number</b>	901417
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Horwich Playcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01204 667606

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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

