

The Playstation

Gibside School, Burnthouse Lane, Whickham, NEWCASTLE UPON TYNE, Tyne and Wear, NE16 5AT

Inspection date

08/07/2013

Previous inspection date

30/06/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Met

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

- A friendly, highly competent staff team work well together and are effectively supported by the coordinators. They have good skills in caring for children with special educational needs and/or disabilities, which ensure that their individual care and learning needs are well met.
- Children are happy, very settled, self-assured and enjoy their play. They make independent decisions and choices about what they want to do and persevere very well so that they achieve their aims. This shows that they make good progress in line with their capabilities.
- Staff support children very well in their social and language development and in their physical skills. This means that children are confident to approach staff to make their needs known and use play equipment competently.

It is not yet outstanding because

- Information on children's activities and achievements is not always consistently communicated through a regular, two-way exchange with parents.

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 observed routines and activities in the outdoor areas and spoke to staff and children.
- The inspector viewed a sample of documentation and information including; questionnaire responses from parents, children's photographs, some policies and staff training certificates.
- The inspector held a joint meeting with the two coordinators and had a discussion with a parent.

Inspector

Shirley Peart

Full Report

Information about the setting

The Playstation was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms and the hall within Gibside School, a school for children with varying special educational needs and/or disabilities. It is situated in Whickham, Newcastle upon Tyne. There are two enclosed areas available for outdoor play. It is managed by a voluntary management committee.

The group employs 12 members of childcare staff, which includes two coordinators. Of these, 10 hold appropriate early years qualifications at level 3 or above and two hold a level 2 qualification. The group opens Monday to Friday term-time only, from 3.30pm until 5.30pm. Children attending come from within the school and they attend for a variety of sessions. There are currently 29 children on roll, one is within the early years age group. All children attending have special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance communication with parents to ensure that a regular two-way flow of information is exchanged effectively regarding children's activities and achievements both in the group and from home; for example, by developing the key person system further and by making use of the home/school link book.

Inspection judgements

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

Children attending the group have complex, differing individual needs; therefore, staff place a strong emphasis on supporting children's personal, social, communication, and physical development. Consequently, planning for activities is flexible, very child-initiated and play based. This meets the requirements for out of school provision as children receive the full early years educational provision in school. Staff plan seasonal activities in their long term planning and build on what children do in school. For example, if they have been learning new songs, staff will sing the same songs in the group to ensure that continuous and complementary activities are available. Children access lots of malleable, natural materials outside, such as water, sand, dough and shaving foam, to promote their sensory and exploratory awareness. Staff also provide quiet, shaded areas outside so that children can sit comfortably, draw, write and use the sensory materials safely. When planning activities, staff take into account what children would like to do so that they build

on their interests. For example, they know that children enjoy using bikes and sit on cars, so these are always provided for them outdoors. Assessment of children's learning is not formal due to the nature of the group. However, staff have a good understanding of what children know and can do and build on this through the play based activities. This ensures that children are happy, actively take part and enjoy what they do.

In hot weather, staff provide tubs of water, scoops, cups and empty plastic bottles, which help to cool children down. Children thoroughly enjoy playing with this as they fill their bottles, squirt and pour water on the yard to make shapes. They are happy and engrossed as they give meaning to their shapes stating, 'It's a sunshine', which shows that they are beginning to make good connections in their learning. Staff have a very good understanding of children's individual learning needs as they work with them in school. Therefore, they do not do things for the children, but are close by when they do need guidance and support. For example, when children choose to play with the doll and buggy, a staff member finds the doll's clothes so that children persevere and concentrate very hard to dress it. When they get stuck they shout 'help, help' to the staff, demonstrating that they are very self-assured and confident. Staff encourage children's language development very well. They all use Makaton, visual signs and provide close eye contact at the children's level. They repeat words that children say and introduce new ones to ensure that children are well supported. This means that children communicate effectively and complete their chosen games and tasks successfully. Staff also build on opportunities during routines to help children make choices, for example, by encouraging them to choose and name the colour of the plate they would like for their snack. This supports children's thinking, language and mathematical skills very well.

Staff have friendly relationships with parents and hold two-way conversations about the children's care and usually talk about what they have been doing when they are collected. However, staff are not always consistent regarding handing over information about what specific activities children regularly enjoy or finding out what children's particular, ongoing interests are at home. Staff engage with each other and with teachers during the day. This ensures that relevant information is exchanged about what children have been doing in school or what they have enjoyed doing in the group. This means that good continuity is in place to support children's progress and the next stage in their learning.

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

Children enter the group happily at the end of the school day and settle quickly. They use some of the rooms, hall and yard areas within the school, therefore, they are familiar with the environment. All staff who work in the group also work in the school. Therefore, children form friendly, close relationships with them from the start, which helps to ease their move into the group. This also means that staff have a very good understanding of children's individual care and learning needs as this is obtained from parents before they start in school. Children are supervised well to keep them safe and staff offer gentle reminders regarding what is acceptable behaviour. The sensory room is also available if children need some one-to-one time to help them manage and cope with any frustrations.

Children's good health and well-being is very well promoted. Staff ensure that the outside

areas are used regularly so that children have plenty of opportunities to explore, get fresh air and can run around after the school day. The areas outside are well set up to meet the children's individual care and play needs. For example, as well as having plenty of space and equipment to play physically, there are shaded areas to ensure that children are protected from strong sunlight. Staff also provide sun hats for all children and ensure that they can help themselves to drinks of fresh water. Therefore, children are safe, happy, fully occupied and make independent choices about what they want to do.

Children follow good hygiene practices as staff encourage them to wash their hands before eating and give the reasons why this is important. They ensure that children's toileting needs are met in line with their individual care needs. Children sit together at snack time, which helps to promote their personal, social and independence skills successfully. For example, all children make good attempts at spreading butter on their bread and are very pleased with their achievements when they successfully do this by themselves. Staff offer enthusiastic, meaningful praise, which raises children's self-esteem so that they persevere with activities and feel secure to have a go. For example, when staff show children how to fill up and squirt water from the bottle, they stay at this activity for a long time.

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

The two joint coordinators take responsibility for running the group and work on a rota system so that there is always one of them present every evening. This ensures that there is good support for staff and a link person for parents. They have a sound understanding of the Statutory framework for the Early Years Foundation Stage. For example, they update policies as required, monitor and review what they do by reflecting on activities they provide and think about what goes well and not so well. They also act on feedback from inspections and parents to make changes as necessary. This means that they regularly look at ways to develop and improve the service they provide. They have addressed the actions from the last inspection, which has improved safety procedures and information for parents.

Staff are always recruited from within the current school staff team. Therefore, they go through a strict recruitment and selection process via the local authority and cover health, safety and safeguarding issues. Induction is in place for any new recruits, they are given a job description and explanations on how practice differs in the group compared to school. Informal supervision is in place and if the coordinators have any concerns about staff suitability they have clear disciplinary procedures in place and the voluntary management committee would take this forward. The coordinators have an open dialogue with staff and they know that they can approach them with any concerns. They have regular team meetings and separate management committee meetings to ensure that issues are addressed swiftly. Staff training is carried out as part of their personal development plan via their school employment, but much of the training carried out is also relevant to working with children in the group.

Children are effectively safeguarded. The coordinators have a clear understanding of what

they would do if they have concerns about a child and an up-to-date safeguarding policy is in place. Good risk assessments, which are ongoing and regularly reviewed, support children's safety well. Many of the children do not have any sense of danger, therefore, the staff are vigilant and well deployed and know the children well enough to ensure that they remain safe while playing.

The coordinators attend initial meetings with parents when new early years children start school and a good parents' information pack is available. This means that parents gain sufficient details on how the group operates. The coordinators mainly act as key link persons for parents, as there is always one of them present at the end of any one session. All of the staff can be involved in exchanging information with parents when their children are collected or dropped off at home. However, the key person system is not secure enough to ensure that communication with parents is consistently effective regarding exchanging full information on children's activities and any specific achievements. Parents' questionnaires indicate that they are pleased with the group and staff would act on any feedback gained to make changes. Parents' verbal comments about the group are also positive. Staff liaise with the children with disabilities team, are invited to the children's reviews and can send written reports if necessary. The staff also have regular contact with other professionals, such as, social workers, community nurses and respite carers. This means that good continuity is in place to promote children's individual needs successfully.

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 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

Unique reference number	512772
Local authority	Gateshead
Inspection number	769447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	29
Name of provider	Gilliam Ramsay and Patricia Sanderson Committee
Date of previous inspection	30/06/2010
Telephone number	0191 4410123

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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, 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.

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Piccadilly Gate
Store St
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