

Playtarium at Hillborough Junior School

Hillborough Junior School, Hillborough Road, LUTON, LU1 5EZ

Inspection date	05/08/2013
Previous inspection date	06/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Managers have a thorough knowledge of the Statutory framework for the Early Years Foundation Stage and support practitioners well. This means that they make good use of opportunities to promote children's learning through their play and activities.
- Assessment and planning procedures are practical and appropriate for this holiday setting, and ensure that children's interests are well considered. Therefore, children are offered a creative range of activities that extend their learning and development.
- Children's communication and social skills are promoted well. The sensitive and thoughtful interaction from practitioners encourages children to express their views, work together and consider the needs and feelings of others.
- Practitioners create a positive environment where children are valued, praised and encouraged. Children respond to this and are enthusiastic and confident. Therefore, they develop positive attitudes to play and learning.

It is not yet outstanding because

- The outdoor area is not used to the optimum to offer children opportunities to explore natural resources and the natural world, and so fully extend their learning in this area.
- Children's interest in books and their reading skills are not promoted to the maximum as they do not always have access to a wide range of reading materials.

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 activities in the main rooms and in the outdoor area.
- The inspector held meetings with the deputy manager and nominated person, and carried out a joint observation with the deputy manager.
- The inspector talked with children present.
- The inspector looked at assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents as given in their written feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Playtarium at Hillborough Junior School was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hillborough Junior School in Luton, Bedfordshire, and is managed by a voluntary committee. The setting serves the local and neighbouring areas and is accessible to all children. It operates from five main rooms and there is an enclosed area available for outdoor play.

The setting employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, and eight hold qualifications at level 3 or above, including one staff member who has Qualified Teacher Status.

The setting opens Monday to Friday during school holidays. Sessions are from 8am to 6pm, with an optional early start and late finish by prior arrangement. Children attend for a variety of sessions. There are currently 30 children on roll who are in the early years age group. The setting supports children who speak English as an additional language and children with 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 the use of outdoor areas, to offer children further opportunities to investigate natural materials and the natural world

- extend the opportunities for children to read a range of written material to promote their learning even further.

Inspection judgements

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

Managers have a confident knowledge of the Statutory framework for the Early Years Foundation Stage. They support practitioners well, ensuring that children are happy and settled, and are offered play opportunities that aid their good progress in all areas of learning. The playscheme is well organised so that children are encouraged to initiate their own play, with practitioners being on hand to offer support whenever needed. For example, children have time to explore the craft resources before a practitioner joins them. They discuss the various materials and children eagerly explain what they have

made, such as accessories for their superhero role play.

Practitioners are sensitive and well trained, displaying a good understanding that this is a holiday scheme and children need time to relax and enjoy themselves. They carefully balance this need with opportunities for children to participate in a wide range of activities that support their development. Therefore, attention has been paid to activity planning, ensuring that this is flexible and securely rooted in children's interests and needs. This approach means that resources and activities capture children's attention and encourage them to participate. Practitioners observe children as they play, assessing this information in order to plan further activities and, thereby, promoting children's individual development. The flexible approach to planning means that children have balanced opportunities to play independently and to participate in structured activities. This enables them to take an active role in their learning and to learn to work in partnership with others. Therefore, they develop essential skills that support them in school and in their future learning.

The setting has developed good systems that support partnership working with parents. For example, practitioners gather a wide range of initial information to assess children's starting points. This gives them a clear outline of their individual needs, developmental stages and interests. They then use this information to inform the planning of activities at the start of each playscheme. Good communication with parents means that they have opportunities to share updates about their children. For example, they talk daily with key persons, providing information about their child's current interests and activities at school and home.

Children enjoy a wide variety of opportunities that promote their physical development. For example, they develop skills in control, coordination and balance as they play football and tennis and participate in dance activities. Children are offered meaningful opportunities to develop their awareness of other ways of life. For example, they access resources that give positive images and information, and sample dishes from around the world as part of their afternoon snack.

The thoughtful provision of resources and good staff interaction mean that children explore, learn to work together and have fun while they are developing skills in all areas of learning. For example, children work together using material and soft play equipment to make a house. When a practitioner wonders how they can make it taller, the children work out how to stack the shapes. They show great delight as they sit in the house, going on to gather resources from around the room to furnish and extend this. They talk about having a party and the practitioner helps them plan this, introducing writing materials so that the children can make lists of the food they need. This is further extended as the practitioner introduces the concept of party invitations and the children work together to design these.

Children do access some books and reading materials, for example, through the use of the school library. However, their interest in the written word and their skills in reading are not promoted to the optimum as these resources are not always readily available and easily accessible. Children are supported well in developing the skills to learn effectively and to achieve. Practitioners demonstrate a positive and quietly confident attitude to learning. They interact with children at an appropriate level that maintains their attention

and encourages them to persevere in developing their play and ideas. For example, a practitioner joins a group of boys playing with the large puzzle mats, and they decide to use these to make a three-dimensional model of a house that they can play in. They work hard together over a long period of time and become completely engrossed as they try out different construction methods and settle on the most efficient.

Children are supported well in developing their language and communication skills. For example, they participate in discussions where they evaluate the activities they have participated in. During these discussions, they learn to listen to each other and to wait for their turn to express their views. Children with special educational needs and/or disabilities and those who speak English as an additional language are offered effective support. Practitioners take time to liaise with parents and any other professionals involved with the children, ensuring that they fully understand their needs. They then offer one-to-one help whenever needed, ensuring that children can communicate their preferences and views and participate meaningfully in their chosen activities.

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

The key person system is used well to support partnership working with families and other professionals. This means that practitioners know the children well, and so aids children in feeling secure and settled. The practical daily monitoring of children enables practitioners to check that their needs are met and they are supported in making good progress. Consideration has been given to ensuring that indoor areas are interesting and well equipped. Therefore, children have opportunities to choose their resources and explore further. However, the outdoor areas are not used to the maximum to make full use of opportunities for children to explore natural resources and the natural world, and so extend their knowledge of these areas. Practitioners show a genuine interest in the children and their activities. Children respond positively to this. For example, they develop secure relationships with practitioners and are eager to play and learn. Therefore, they develop a positive approach to learning and are well prepared for school.

The setting's practical procedures support new children in quickly settling. For example, key persons work with parents to gather information about children's needs, abilities, likes and dislikes. They use this information to inform the initial planning of activities and resources. Children's transitions within the setting are well supported. There is a secure and comfortable base room for younger children, but they also have opportunities throughout the day to play in mixed age groups. Therefore, children learn from each other and develop the essential social skills that support their interactions.

Practitioners are good role models, demonstrating care and concern for all. They offer children clear explanations, enabling them to understand the consequences of their behaviour. This area is further reinforced as practitioners and children work together to develop the rules for each playscheme. Children's self-esteem is promoted and they feel valued as their views are actively sought. For example, they help evaluate the activities and are involved in determining future activities. Children are offered practical opportunities that support them in developing their self-care skills. For example, they put on their shoes before going outside and are encouraged to take responsibility for their

own belongings. Children gain a good awareness of the importance of healthy lifestyles. Their understanding of the effects of exercise is developed as they discuss this. For example, after playing a group chase game, children talk about feeling hot and tired and note their raised heart rates. Their understanding of healthy eating is promoted as they talk about eating fresh fruit and add stickers to their 'fruit tree' poster at lunchtime. Good daily practice and ongoing explanations from practitioners support children in building a thorough understanding of safety issues. For example, when rearranging the low chairs as part of a role play scenario, children competently explain how they carry these close to their body so as not to injure anyone.

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

Senior managers show a genuine desire to provide the very best childcare they can and so set high standards for the setting. They implement practical procedures to monitor practitioners' performance. This means that they understand and value their work and offer them effective support in developing their professional practice. For example, the supervision and appraisal system highlights the training needs of each practitioner and is used to plan future training. Managers demonstrate a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They work with practitioners to monitor the setting and check that it meets all requirements and is promoting children's health, welfare and development.

Clear assessment records are kept for each child. These are checked regularly and managers ensure that all children are offered a wide range of play experiences that support their good progress. Practitioners are experienced in liaising with other professionals in order to support children and their families. For example, they work closely with the family support workers at local schools. There are clear procedures for sharing information with others caring for the children. For example, assessment information is shared with after school clubs that children attend, enabling all to work together to promote children's development. Good partnerships with parents mean that they are well informed of their child's progress and activities. For example, key persons talk with them daily and the setting has a practical and informative website.

The setting's honest and thorough self-evaluation includes feedback from children and parents. This enables managers to obtain a representative overview of the setting's strengths and weaknesses. They use this information to inform the development of practical action plans that lead to improvements. For example, recent changes include improvements to the assessment and planning procedures, which mean that practitioners know children well and plan effective activities to promote their individual development. Children's welfare is consistently promoted because arrangements for safeguarding are comprehensive. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child in their care. There are stringent procedures to ensure that all practitioners are suitable to work with children. Thorough risk assessments ensure that the setting is safe and any hazards are minimised or removed. Therefore, children enjoy spending time at this holiday setting and have a positive experience that contributes to their future learning.

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	EY419657
Local authority	Luton
Inspection number	879983
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	30
Name of provider	Playtarium Committee
Date of previous inspection	06/06/2012
Telephone number	07950 972951

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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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