

Burton Play

Childcare Unit, Flixborough Road, BURTON UPON STATHER, North Lincolnshire, DN15 9HB

Inspection date	01/10/2013
Previous inspection date	05/06/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Dramatic improvements since the last inspection, including the introduction of a new highly skilled and qualified management team, is starting to have a positive impact on children's care and learning. Staff are provided with intense levels of support which is improving their knowledge and implementation of the settings systems.
- Children are happy, settled and show secure emotional attachments to staff. This is because comprehensive initial information is obtained from parents, which enables staff to promote the inclusion of all children.
- Parents confirm the recent changes to the setting have improved practice as the atmosphere is calmer and more welcoming for their children.

It is not yet good because

- Further consideration has yet to be given to risk assessing the use of the crates in the outside play area to see if further action is needed to minimise potential hazards. Staff have yet to also make better use of situations as they arise to fully promote children's awareness of safety.
- Planning, observation and assessment systems are in the early stages of implementation. They have yet to be embedded into practice to fully enable children to make better progress in all areas.
- Staff do not always question children effectively to continually extend their language, communication and learning skills.

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 and care practices within the playroom and the outside area.
- The inspector spoke with children and staff and she held a meeting with the manager and a member of the committee.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at relevant documentation including observational assessments, policies, the settings improvement plans and information used to assess the suitability of staff.
- The inspector completed a joint observation with the deputy.

Inspector

Melanie Arnold

Full Report

Information about the setting

The setting was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Burton Upon Stather Primary School in Scunthorpe, North Lincolnshire, and is committee run. The setting serves the local area and is accessible to all children. They operate a breakfast and after school club for school-age children and a pre-school for children from age two. Children are cared for in one main playroom and they also access an enclosed area available for outdoor play.

The setting opens Monday to Friday all year round from 7.45am to 6pm. There are currently 70 children attending, 26 of whom are within the early years age group. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of childcare staff. Of these, the manager and deputy hold Early Years Professional Status, two staff hold an appropriate early years qualifications at level 3 and two staff hold qualifications at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the use of the crates in the outside area is fully risk assessed and used to inform staff practice, with regard to any further action needed to manage and minimise potential hazards
- embed the new planning, observation and assessment systems into practice to move children's learning from satisfactory to good.

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

- develop further staffs' use of questioning techniques to continually build-on children's language, communication and learning by ensuring staff follow questions through with children; give children enough time to answer for themselves; and extend on what children say
- utilise situations as they arise to support children's growing understanding of how to maintain their own safety.

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

Children have lots of fun in the warm and welcoming setting, where they freely access a good range of toys and resources. Staff's knowledge of how to use planning, observation and assessment has improved and this is having a positive impact on children's learning experiences. This is resulting in children making at least satisfactory levels of progress from their starting points, with staff continuing to build on their systems to hopefully enable children to make good progress in the near future. This provides children with some key skills needed for their future learning and development when they transfer to school. Observational assessments are beginning to be used to identify children's progress in all areas and to plan for their next steps for learning. Staff also plan activities based on children's interests as they respond to their emerging needs. For example, when a child shows an interest in the alphabet and number stamps, a member of staff asks the child if they would like to paint with these. The child enjoys looking at each stamp, with the member of staff asking them to identify the letter or number they are printing with. Other children soon show interest and there is soon a small group of children printing at the table. Children are beginning to thrive as they happily engage in a balanced range of adult-led and child-initiated activities. For example, adult-led welcome time activities held at the beginning of each session and story time activities are provided at the end of each session. During welcome time, staff incorporate lots of counting activities as they encourage them to count how many children are present. One child decides to get up and

count the number of photographic named butterflies on the self-registration board, correctly pointing to each picture as they count. Children sit and listen well as a member of staff uses lots of expressive language and actions as she tells the story. She also incorporates some effective questions, which promotes children's communication skills as it encourages them to become critical thinkers. However, occasionally questions asked by staff are not open-ended and do not build on what children have already said, which prevents children's communication and learning from being effectively maximised. Grouping of children during adult-led activities has improved and is based on children's individual needs. For example, during the story session, a member of staff sits with a younger child which helps to maintain their focus in the story.

During planned activities, staff show flexibility to incorporate children's individual interests. For example, children are encouraged to make marks in the shaving foam and to give meanings to the marks they make. Children initially enjoy exploring the touch and feel of the shaving foam and with gentle persuasions they begin to draw and make marks. One child identifies they have drawn a cat and the member of staff shows another child how to draw the letter associated with their name, which they then copy. However, for another child whose interest is dinosaurs, the foam activity is uninteresting until the member of staff asks if they would like to bring their dinosaurs to play in the shaving foam. The child initially brings one or two dinosaurs, carefully placing them in foam. They then go and collect the whole box of dinosaurs and transfer each one into the foam. The member of staff allows the child to do this, using the child's interest well to broaden their experiences as the child is now engaged in playing with the shaving foam. Some quite good discussions develop with the child advising how the foam looks like snow. However, on occasions when the member of staff asks a question, if the child does not initially respond, they do not always follow it through by asking the question again, to fully check the child's understanding and to maximise their learning. Children with special educational needs and/or disabilities receive targeted support through individual education plans. Staff work with parents and they establish links with other professionals involved with the child, to share and confirm how they are all going to work together to support the child's continued learning and development. Children who speak English as an additional language are also provided with appropriate levels of support to aid their understanding and use of English.

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

Children are developing into confident, self-assured individuals, who show confidence and security in their surroundings. They enjoy freely selecting the toys they wish to play with and they also choose whether to play inside or outside. Staff build positive relationships with parents, encouraging them to provide comprehensive information on their children's individual needs and starting points. This enables staff to promote the inclusion of all children as they use this information to help each child settle into the setting. Although all children have a key person who is beginning to develop positive links with home to support continuous information sharing, all staff spend time getting to know each child well. This results in children developing secure emotional attachments to the whole staff team. Children's good behaviour is promoted through staff acting as positive role models who offer lots of praise and encouragement. Any behavioural issues are discussed with children, helping them to learn about the consequences of their actions. For example,

when a child tips a box of toys out to cause an effect, with the support of staff they learn that it is their responsibility to pick these up. If children throw any resources, staff discusses with them how this might hurt someone.

Younger children play alongside their peers and as they grow and develop they begin to interact and play more cooperatively together. They develop independence with their self-care skills, with gentle reminders provided by staff which helps children to learn to wash their hands. Some staff sing a hand washing song as children wash their hands, which helps children to learn how to wash and dry their hands properly. Children enjoy being active, developing their physical skills and coordination through daily outside play opportunities. Staff encourage children to make healthy life style choices and to understand about the reasons for this, through discussions and positive reinforcement. For example, staff sit with children at meal and snack times, modelling good manners and promoting healthy eating. They also chat informally to the children, which develops children's communication skills. Staff promote children's awareness of safety issues generally well in some areas. For example, staff remind children not to run inside as they may fall and hurt themselves. However, when a child slips off the crates outside, staff do not encourage them to consider why this happened and how they could prevent this from happening again. This results in staff not fully utilising situations as they arise to promote children's full awareness of safety.

Transitional links with children's new settings, including school are appropriate. Information regarding children's progress is shared with a child's new setting, providing them with some information on their starting points. Weekly trips to the adjoining school during the term before children are due to start, provide them with good opportunities to become familiar and confident with their new setting. Other schools children are due to attend are invited into the setting, providing them with opportunities to meet the child in an environment where they feel secure. This all helps children to build links with their new school and teacher to ensure they feel emotionally ready for their move.

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

Considerable improvements have been made since the last inspection, which is vastly improving children's care and learning experiences. A new highly qualified management structure is in place, with both the manager and the deputy holding Early Years Professional Status. This results in a knowledgeable management team who are now providing clear guidance and good levels of support to all staff. The staff team are developing confidence in their roles as they are supported to develop their knowledge, which is enabling them to more effectively observe, assess and plan for individual children's learning needs. Clear monitoring systems are beginning to be implemented, providing the management team with an overview of children's development to ensure every child is making progress within all areas. The committee are aware of their roles and responsibilities and they more effectively and closely monitor the provision to ensure the statutory requirements for the Early Years Foundation Stage are now met in most areas. Focused, targeted improvement plans are driving the continuous development of the setting forward. As the setting had a significant number of weaknesses to work on, they

have prioritised improvements in each area. Therefore, while children are benefitting from improved practice in a lot of areas, some improvements have yet to be fully embedded in practice. This results in the setting currently providing satisfactory care and learning. However, the staff and management team are committed to making sustained improvements and have a clear vision for the continued future development of the setting as they strive to be a good setting.

Suitable policies and procedures, including an up-to-date safeguarding and complaints policies, are now understood and implemented well to promote children's well-being. For example, any complaints received by the setting are fully investigated by management and the committee in line with requirements. However, a recent concern investigated by Ofsted relating to safeguarding children and confidentiality not being maintained by all staff, found that although the setting were meeting safeguarding requirements, staff had not maintained confidentiality. This required Ofsted to set an action to ensure all staff understand the need to protect the privacy of the children in their care and that information relating to the child is handled in a way that ensures confidentiality. The management team and committee took immediate action to improve staff's knowledge of what confidentiality is and how to maintain this. The inspection found that the setting are now meeting this requirement as staff protect children's privacy as they have a clear understanding of the importance of maintaining confidentiality. Staff's knowledge of child protection procedures, including what to do if allegations are made against a staff member, are good. This helps to protect children from potential harm. Staff conduct daily risk assessment checks to ensure all areas used by children are free from potential hazards. However, a more thorough risk assessment has not been conducted on the specific use of the crates in the outside area following at least two accidents, which happened while children were supervised. Although, the crates provide valuable learning experiences, staff have yet to give full consideration to whether further safety precautions are needed to prevent children from falling and slipping off these. The setting follow clear recruitment, vetting and induction procedures to ensure children are cared for by a suitable staff team. Staff's ongoing suitability is promoted through the use of regular supervisions and appraisals, resulting in staff currently receiving intense support and in-house training. This is developing staff's skills and enabling them to provide a better quality provision where children are beginning to thrive. Children's health is maintained as the setting promotes healthy eating. Drinks are regularly provided and freely accessible to children to meet their needs. During hot weather, staff take appropriate precautions to protect children's well-being. For example, during very hot weather children are not permitted outside during the hottest parts of the day, in line with current sun safety guidelines.

Parents receive appropriate information on their children's daily care and progress. Link books between home and this setting and possibly other settings when the care of children is shared, are planned for implementation to improve information sharing processes. Parents' evenings are also scheduled, to increase parents knowledge of their children's progress and development. The setting are also developing closer links with the adjoining school, to more effectively support continuity of care and learning for all children. Parents confirm that they are considerably happier with the changes to the setting, especially the staff team as this has created a more welcoming, calmer

atmosphere. They state their children are happy and the whole ethos of the setting has changed for the better.

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	205693
Local authority	North Lincolnshire
Inspection number	934682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	70
Name of provider	Burton Play Committee
Date of previous inspection	05/06/2013
Telephone number	01724 721719

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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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