

# Playplus

Attleborough Junior School, 18-20 Besthorpe Road, ATTLEBOROUGH, Norfolk, NR17 2NA

## Inspection date

07/11/2013

Previous inspection date

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

- Teaching is strong as all areas of learning provide interesting and challenging experiences that meet the learning needs of all children.
- Good behaviour is continually promoted by caring staff members who provide positive role models. Consequently, children behave very well and show they feel safe in the environment.
- Safeguarding and welfare requirements are well understood by all staff to ensure that children are kept safe from harm.
- The setting has a very good capacity to improve due to accurate self-evaluation and effective action plans that include the views of all staff, parents and children.
- Regular communication with parents enables staff members to effectively promote children's well-being as they are fully informed about their care needs.

### It is not yet outstanding because

- On a few occasions, staff intervene in children's play too quickly, therefore, on these occasions children are not fully able to explore their own ideas.
- Delays in sharing children's individual education plans result in short periods of time where parents are not fully aware of strategies to support and develop their child's learning at home.

## 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.

## Inspection activities

- The inspector observed activities in the indoor room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and discussions with the owner of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

**Inspector**  
Helen Hyett

## Full report

### Information about the setting

Playplus was originally registered in 1994 and re-registered in 2013 when the setting moved to Attleborough Junior School. It is registered on the Early Years Register and operates from a mobile classroom within the grounds of the school. The setting is privately owned and the proprietor, who holds a childcare qualification at level 3, employs four further members of childcare staff. The manager holds a qualification at level 6 and Early Years Professional status. One member holds a qualification at level 3 and two at level 2.

The setting opens Monday to Friday term time only. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm with an option of a lunch club. Children attend for a variety of sessions. There are currently 38 children in the early year's age range. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop the existing good practice to ensure that all staff understand when to intervene in children's play and when to let children follow their own ideas
- share children's individual education plans at the earliest possible stage to ensure that parents of children with additional needs are well informed about the next steps required for children to continue making good and better progress in their learning.

## Inspection judgements

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

Children attending Playplus access a welcoming and homely environment. The relocation of the setting to the new premises has been positively managed to ensure that children continue to have a wealth of opportunities to play, learn and explore. Teaching is strong as staff have a thorough understanding of how children learn. Children are encouraged to select their own activities, develop their ideas and make links in their learning. For example, a child's interest in a spider's web is extended by the staff member who effectively questions them about the spider and describes the web as 'wet and sparkly', helping the child to learn new words and develop their understanding. This approach ensures that children are developing strong skills for the future as they become confident

communicators. The setting has recently embraced the programme 'Every child a talker' and through this have identified and targeted those children who need extra support to develop age-appropriate language skills. The programme has enhanced staff knowledge and, as a result, their ability to skilfully develop children's speech, helping them to communicate effectively.

The indoor environment has been well-planned to provide children with a wide range of activities supervised by adults and plentiful resources for children to select themselves. This results in many opportunities for children to develop their independence while also accessing a good level of challenge, effectively preparing them for next steps in their learning. For example, a member of staff enhances children's play by demonstrating how to draw plans and design a building for children playing in the construction area. The children become enthused with this task as they draw their own designs, therefore, developing their ideas and practising their early writing skills. Children are well prepared for the next stage in their learning by taking part in age-appropriate group activities that help them to develop the necessary skills for when they start school. They attentively listen to stories read by enthusiastic staff members who teach them essential literacy skills by encouraging them to join in with the story and anticipate phrases. The provision for mathematical development is very strong as children have regular opportunities to count reliably and say numbers in order during their play. The development of problem solving skills is encouraged by skilled staff members who effectively question children's understanding during their self-chosen activities. This approach enables children to develop secure levels of mathematical understanding as they have plentiful opportunities to develop their thinking skills within the context of their play. Children's decisions are treated with respect as they are gently encouraged to join in with activities of their own choice. Consequently, children start to learn about everyday routines and motivate themselves to join in with activities. A high priority is given to the development of children's social skills by members of staff who provide positive role models by demonstrating friendly behaviour and modelling ways for children to learn how to include their peers in their play. As a result, children join in with activities very well together and quickly learn how to play cooperatively with their friends. Although the vast majority of staff interactions in children's play are very skilful, on a few occasions, they intervene too quickly in children's self-directed play, preventing them from fully leading their play and following their own ideas.

Since the last inspection a comprehensive system for tracking children's progress has been introduced. This system enables staff to effectively identify any areas where a child requires additional support. Regular observations of children's learning enable key workers to accurately plan interesting activities for children to achieve the next steps in their learning. A careful focus on developing children's personal, social and communication skills enables all children to make good progress from their starting points, particularly those who require extra support to achieve age appropriate skills. The progress checks at age two are carried out in detail to review children's achievements and identify required areas of development. Practitioners hold detailed discussions with parents when their child starts the setting, providing them with a high level of awareness of their individual needs. Areas of the new premises are continually being enhanced to ensure that parents continue to be well-informed of their child's everyday activities, such as the development of a parent notice board to continue to provide essential communication and a shared approach.

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

Staff are warm, welcoming and have a nurturing approach to settling new children. Parents talk about the friendly atmosphere and are keen to describe the many strengths of the setting and the commitment of the staff. Parents and children are invited to attend settling-in sessions before they start, quickly building emotional attachments with their key worker and small team of caring staff before they start at the setting. As a result, children settle very well into the setting and feel reassured by their strong relationships with staff, enabling them to make good progress in their learning. Staff welcome open communication with parents to ensure that the needs of each child are understood. Close relationships are built with families as staff provide additional support and guidance where needed. Children's needs are effectively met due to the careful organisation of the sessions. Younger children start attending the sessions in small groups where they receive high levels of attention, enabling staff to focus on their care and learning needs. Older children are emotionally well prepared for change with planned visits to their new school and opportunities to get to know their teachers. Transitions for children with additional needs are well planned for from an early stage with extra visits to the school and regular meetings with teachers. These established partnerships facilitate the effective transfer of information, ensuring a consistency in provision which meets the needs of all children.

Children confidently approach a member of staff if they are worried or concerned. Their worries are dealt with skilful consideration by staff who help them to solve their own problems. The positive role models provided by adults enable children to develop their emotional well-being as they recognise their own needs and begin to accept the needs of others. As a result, children play happily and collaboratively with their friends. Health and physical well-being is given a high priority. Children have planned opportunities to take part in physical activity on a daily basis, where they access many activities to develop coordination and their large muscle control. Children benefit from the freedom that the outside area provides, running with excitement and throwing the large ball to each other, while learning about keeping safe. Hygiene practises are thorough, with a clean and well-planned area where staff encourage children to develop independence with their personal needs. Snack time is a calm and positive experience for all children. They are encouraged to become independent by pouring themselves a drink of milk or water and carefully help themselves to carrot, banana and apple. Children who are reluctant to take part are encouraged to learn about healthy lifestyles by bringing a snack from home to share with the group. This approach works well, boosting children's self-esteem as they enjoy sharing the food they have made with their friends.

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

The manager clearly understands her roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, appropriate systems are in place to meet requirements and support the welfare of children. This is reflected in the clear knowledge of all staff about how to keep children safe from harm. They attend regular training to ensure they are able to recognise

the signs and symptoms of abuse and know how to report concerns. Thorough induction systems and staff appraisals ensure that all staff are suitable and well-qualified staff to work with children. Staff are vigilant in making sure that the premises are safe and secure, regularly checking and reviewing risk assessments to make sure the environment is suitable. They are fully committed to teaching children how to manage their own risks by talking to them about rules to keep them safe within the environment. Staff are very thorough in ensuring that children are adequately supervised during indoor and outdoor play. As a consequence, any incidents are quickly addressed and children receive appropriate support and encouragement.

Already well-qualified staff are supported to consistently develop and share their skills. The manager regularly reviews the professional development of all staff and has comprehensive systems in place to ensure that practitioners attend essential training courses to develop their skills and share their knowledge with the staff team. As a result, the enthusiastic team of staff are continually enhancing their knowledge of how to skilfully enhance learning, which is evident in their everyday interactions with the children. The manager and the owner of the setting work cohesively together and are fully committed to driving forward the quality of provision. The manager demonstrates a very good capacity to improve the setting, striving for the highest standards to enhance the educational experiences for all children. Assessment of children's learning is skilfully monitored, ensuring that children's individual needs are met through high quality teaching and the effective planning of the next steps in their learning. A good overview of the curriculum and understanding of how children learn is demonstrated through discussion with the manager who has developed the effectiveness of the self-evaluation process since the last inspection. Robust procedures ensure that parents, children and staff contribute to evaluating the quality of provision and resulting improvements. For example, the children are fully involved in planning the layout of the outdoor area at the new premises to ensure it meets their interests and needs. Members of staff work well together to contribute to successful action plans which accurately identify strengths in the provision and areas for development. Actions for improvement are followed through and improve outcomes for children attending the setting. For example, staff effectively identified and managed the recent change of premises, ensuring that children's emotional well-being was given the highest priority. As a result of this careful planning, children settled seamlessly into their new environment, enabling them to continue to be engaged and enjoy their learning.

Partnerships with other professionals are well-established to provide support for children with additional needs and their families. The development of these working partnerships enables staff to regularly seek advice about how best to meet the needs of all children. Consequently, the setting has a good reputation for providing a collaborative approach, particularly for those children who require support to develop their speech and language skills. The setting uses individual education plans to ensure that the required support is targeted for children with special educational needs and/or disabilities on a regular basis. Although these plans effectively highlight children's required area of support and enable staff to provide well-planned activities to help them to progress, there are sometimes short delays in sharing these plans with the children's parents. These delays prevent parents from being fully informed about interventions and the required strategies to enable them to effectively meet their child's needs at home. Formally involving parents in the development of individual education plans as soon as an area of additional need is

identified would ensure that consistent provision is provided in the setting and at home at the earliest stage.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY459366
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	918959
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Dawn Caroline Howes
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07810135529

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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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