

# Playaways

Chilton School, Chilton Lane, Ramsgate, Kent, CT11 0LQ

## Inspection date

26/11/2013

Previous inspection date

13/01/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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 requires improvement

- Staff work well in partnership with parents, sharing information regularly to support children's learning and development.
- Children are confident and settled because they have established strong relationships with the staff and their friends.
- The owner and manager demonstrate a commitment to making continuous improvement through regular training and seeking support from outside agencies.
- Children play in a welcoming, friendly environment, where they are able to select resources independently.

### It is not yet good because

- Weaknesses in the assessment systems result in staff not clearly identifying some children's next steps to fully challenge and extend their learning and development.
- Staff do not effectively promote children's literacy skills because they provide an uninviting writing area and the lack of a book corner prevents children having a quiet place to sit and look at the books.
- Children see few numbers in their environment and are not encouraged to use numbers in purposeful daily activities to develop their mathematical skills.
- Management do not have good systems in place to monitor the effectiveness of the educational programmes and identify areas to develop within the provision.

## 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

- This inspection was carried out by two inspectors.
- The inspectors spent the majority of the inspection observing the interaction between the staff and the children.  
The inspectors sampled a range of documentation including safeguarding procedures and policy, registers of attendance and collection procedures for children.
- The inspectors sought parents' views through discussion on the day of the inspection.
- The inspectors discussed leadership issues with the manager and the owner.

## Inspector

Jane Wakelen

## Full report

### Information about the setting

Playaways is a privately-owned setting. It registered in 2003 and operates from two rooms in a mobile building adjoining Chilton School. The pre-school has close links with the school. It is situated in a residential area in the town of Ramsgate, Kent. The pre-school is open each weekday from 9am to 3pm during term time only. A breakfast club operates each weekday from 7.30am to 8.45am and an after-school club from 3.15pm to 5.30pm. All children share access to an enclosed outdoor play area and the pre-school has access to the school's large playing field.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children in the early years age range on roll. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs nine staff; seven of these hold appropriate early years qualifications. One member of staff is working towards a further qualification.

### What the setting needs to do to improve further

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

- improve the assessment procedure to identify the learning that has taken place, and to plan next steps in children's learning, in order to provide challenging and stimulating activities.

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

- improve opportunities for children to see numbers in their environment and use them in purposeful ways
- develop children's literacy skills through provision of a book area where children can choose to sit quietly or have an inviting area for writing
- extend monitoring systems to make them effective in identifying and developing the areas of the provision where weaknesses occur.

## Inspection judgements

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

Children play in a welcoming, friendly environment where they access a range of toys and activities from around the room. Staff plan some adult-led activities in addition to the child-led activities. Staff have a sound understanding of the requirements of the Early Years Foundation Stage and plan regularly using children's next steps to inform the planning. However, observations do not always reflect the learning that has taken place. Consequently, the next steps that staff identify do not always extend children's learning or provide good amounts of challenge so they make good progress in all areas of learning. Staff complete the progress check for two-year-old children on pre-designed forms and share these with the parents, encouraging them to contribute to this record. Parents work in partnership with the key person to share information and support children's progress.

Children are confident individuals who settle well and make choices independently. They sit and complete the puzzles on the table, with some children enjoying challenging themselves with the slightly more difficult puzzles. Other children enjoy using the small world characters developing their imagination as they play. Children play alongside their friends, learning to share the toys and take turns. Children act out familiar roles from home in the role-play area, as they enjoy dressing up and cooking the dinner. Art and craft materials are available for children to design and make with, and there are some examples of children's work put up on display around the walls. This enables children to take pride in their achievements.

Children show enjoyment looking at the books, with some children demonstrating a sound understanding of print and how the pictures support the print. However, children do not have a quiet area to sit and look at the books and consequently, many children do not select the books to look at, to develop their literacy skills. Writing materials are accessible to extend children's literacy and fine muscle physical skills, but the area is uninviting with many pencils needing sharpening, and, as a result this area is not well used. Children are developing strong communication skills. Staff interact well with the children, asking some open-ended questions to encourage children's thought processes. Staff are aware of those children who have speech difficulties or those children who are learning English as an additional language. They invite outside agencies into the setting to support these children to enable them to develop their language and communication skills to reduce potential achievement gaps.

Children show enthusiasm for learning as a member of staff introduces them to pretend snow. Children observe the changes in the powder when the water is added and develop their vocabulary as they think of new words to describe what the snow feels like. Staff then extend this activity with the use of the small world animals, enabling children to develop their understanding about the world. Children ask for the big elephant or for more snow, demonstrating a developing use of mathematical language. Children have access to a range of mathematical resources, but see few numbers within the environment. Staff do not fully promote children's mathematical skills in everyday activities, resulting in children

having fewer opportunities to develop their numeracy.

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

Staff implement a key person system into the pre-school, which is becoming embedded into practice to support children's needs. Staff build harmonious relationships with the children, offering praise and encouragement to build children's self-esteem and confidence. As a result, children are confident individuals who make choices and develop their independence skills. For example, children pour their own drinks and put on their coats for outside play. Children behave well and understand the rules of the pre-school. Staff generally offer reminders about keeping safe to support children's well-being. For example reminding children why they must not climb on the fence in case they bump their chin.

Children have the opportunity to access outdoor play on a free-flow basis, benefiting from fresh air and exercise. Staff provide different resources outside to support children's learning and development appropriately. Children also sometimes enjoy opportunities to visit the school playing field to get physical exercise when the school is not using it. Children are able to develop an understanding about healthy eating through a selection of fresh fruit and raisins they eat at snack time. Children bring packed lunches for midday and learn how to manage their own food items, in preparation for their move to school. Water is always accessible in a jug, with milk included for snack time so that children do not get thirsty. Children show an understanding about the importance of personal care, such as washing hands before eating, with the older ones often washing their hands without being asked. Staff provide positive role models as they implement appropriate hygiene routines for food preparation and nappy changing. Consequently they promote children's well being.

Children play in a safe environment because the staff carry out daily checks of the premises. Staff have put several measures in place to ensure children are safe, such as small gates to prevent free access to the lobby area or the kitchen area. Children learn the importance of the emergency evacuation drill so they begin to understand more about keeping themselves safe. Staff protect the children from strangers through monitoring access to the pre-school and through the safe arrival and collection processes in place.

Children play with a wide range of resources that are stored around the room in low-level storage trays and shelves. Some drawers have labels but many do not and therefore children have to open drawers to see what is inside. Staff provide access for children to the toys and resources for the seven areas of learning but do not always make sure that areas are inviting or that resources are fit for purpose, such as sharpened pencils.

Children are prepared for their move to school through the provision put in place by the staff. For example, children learn about the different uniforms and why this is important. The staff invite the reception teacher to come into the pre-school to talk with the children due to go to school. Staff promote children's listening skills through story time and singing songs and rhymes. Children are encouraged to recognise their written name and are

introduced to letters and sounds in preparation for school.

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

There are appropriate processes in place for recording the children's attendance for both the nursery children and the school age children, to help safeguard their welfare. There is a clear procedure for staff to follow if parents change the times of attendance for their children, which staff implement appropriately. This enables staff to know which children are due to attend the setting, particularly after school, so the children keep safe. There are specific staff in place for the different provision, providing continuity of care for those children and a familiar face, which supports children's sense of belonging and emotional welfare. Staff show an awareness about keeping children safe within the setting and are vigilant in signing children in and out, with parents only being allowed into the pre-school by a member of staff. If anyone different needs to collect a child, there are appropriate security systems in place, such as using passwords, which parents provide, and keeping visitors in the entrance area away from the children. Consequently, arrival and departure systems are effective in staff being able to protect children's welfare and care for them in line with parents' wishes.

The manager demonstrates a committed approach to improving opportunities for the children. She has development plans in place and works closely with the staff team to address areas where improvement is needed to raise standards in the pre-school. The pre-school has undertaken a self-evaluation process, which they regularly review to ensure the parents, staff and children all contribute to it. In addition, staff seek additional support from the local authority improvement partner to support their implementation of the educational programmes, enabling satisfactory continuous improvement. Staff seek support for any individual children's needs through partnership working with other professionals and outside agencies. Monitoring systems are in place, but these are not fully embedded to identify all the areas where development is needed to improve outcomes for children.

All staff have attended training for safeguarding and demonstrate a secure understanding of the process to follow if they have any concerns about the welfare of children in their care or the conduct of staff. All relevant information is available, including several written policies and procedures to help the staff safeguard children appropriately. All staff have suitability checks taken up when they start at the pre-school, which ensures only vetted adults work with the children. Management monitor ongoing suitability through regular supervision and appraisals to identify any performance issues and to drive improvement in the quality of teaching.

### **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	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>	EY232609
<b>Local authority</b>	Kent
<b>Inspection number</b>	941839
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Mandy Dawn Baldwin
<b>Date of previous inspection</b>	13/01/2010
<b>Telephone number</b>	07747 671416

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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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