

# The Play Stop

RAWDON LITTLEMOOR PRIMARY SCHOOL, New Road Side, Leeds, LS19 6DD

<b>Inspection date</b>	20/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The monitoring of the provision is effective in ensuring ongoing improvements are implemented to support children's care and learning successfully.
- Children receive a broad range of challenging activities indoors and outdoors. This strengthens their developing skills across the seven areas of learning and ensures that they make good progress.
- Children develop positive relationships with the staff and other children. This is because the staff spend good quality time supporting them during activities, include all of them and praise them frequently during the day.
- The staff work closely with parents to support children's ongoing development.

### It is not yet outstanding because

- There is scope to develop children's use of mathematical language to extend and consolidate their understanding about different sizes.
- Staff are not always consistent with how they ask questions during activities, to maximise the opportunities for children to extend their critical thinking 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector sampled a range of documents including the children's records of learning, policies and procedures, and evidence was checked with regard to the suitability and qualifications of staff working with the children.
- The inspector observed resources in all the playrooms and outdoors.
- The inspector spoke to staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to several parents and children present.

## Inspector

Melissa Patel

## Full report

### Information about the setting

The Play Stop is privately owned and was registered in 2003 and re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from Rawdon Littlemoor Primary School in Rawdon, Leeds, West Yorkshire. There is access to two rooms and the outside play area.

The setting is open Monday to Friday from 3.15pm until 5.45pm during term time only. There are currently 118 children on roll, seven of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities. There are currently four members of staff. Of these, three hold a recognised childcare qualification at level 3 and the manager also holds a level 5 qualification.

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

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

- extend the opportunities for children to develop mathematical skills, for example, by increasing the use of size language as children play
- support staff in extending children's critical thinking skills even further, for example, by ensuring that they consistently develop the use of open-ended questioning during activities.

## Inspection judgements

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

The staff have a good knowledge of the children's individual learning needs. As a consequence, all ability groups receive effective input from staff to help them progress towards the early learning goals. The children are developing comfortably within the typical range of development expected for their age, according to their starting points and time spent at the provision. The quality of teaching is good. All the staff are enthusiastic as they interact with the children and they plan interesting experiences for them that present challenges. For example, the children are supported effectively in their early literacy skills. This is because the staff ensure that they have consistent opportunities to practice mark making and that they receive good support to extend their skills in writing their name. Children show a strong interest in books and they enjoy fun stories. The staff skilfully develop their interests in books even further by using the theme of the story to help children understand the happenings, through incorporating a creative activity. For example, children are supported effectively as they use a variety of different textures and materials to create pictures relating to the events in the book.

Staff support the children's developing physical skills successfully. For example, they enable children to frequently develop climbing and balancing skills outdoors and use resources, such as scissors, indoors. Staff are proactive in giving encouragement and guidance to the children as they carry out the task of cutting out the shapes that they need during activities. Staff talk to children consistently and they include them all equally well by taking time to listen to them. This supports their communication skills. Staff ask effective questions that help children recognise colours and recall how they carried out different tasks. This helps children follow through the thinking process and develop their ideas. However, there are times when staff do not always follow up questioning to extend children's critical thinking even further, such as asking 'how?' and 'what happens next?' questions consistently. This means that there is scope within the provision to further develop children's critical thinking skills, and to therefore help them make the best possible progress they can. The staff help the children develop mathematical skills effectively. For example, they instigate counting frequently and use a number tree to promote counting skills and to add challenges, such as encouraging the sequencing of numbers. Children have lots of opportunities to work out how toys work, and to find ways of solving problems as they create their own structures using boxes and sticking materials. Staff talk to children about different shapes and children explore different sizes of resources as they play. However, opportunities for them to use mathematical language consistently to support their understanding of size are less well developed.

The staff make good use of observations and assessments, to support children's next steps in learning. They build on what children already know and can do. For example, they make plans to extend children's communication and language skills and develop their social skills and confidence. This ensures that that they move on to the next stage, including those with special educational needs and/or disabilities. All of this supports children's all-round development and their readiness for school effectively. Parents are successfully included in their children's learning while at the provision through discussion and the sharing of the children's records. This ensures that the staff and parents work together to help children progress important areas, such as their social skills and developing creativity. In addition, clear and effective information displayed within the provision informs parents of activities children participate in and how the children's learning is supported. This supports their all-round development successfully.

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

Children's well-being and security are supported very well. This is because each child has a staff member assigned to them as their key person, and they have a good understanding of the children's individual needs so that they can give them strong support. This also includes communicating with the parents regularly and to other professionals about the children's individuality. Staff are consistently positive and cheerful in their approach. For example, they take time to understand the children and involve themselves purposefully in activities and routines to support them. Children develop positive relationships with staff and other children as consequence of the good support that they receive within the provision. They also develop very strong confidence skills, which are supported even further through regular praise for their achievements, such as

for joining in activities, making decisions and writing their own name. All of this also results in children behaving well, and their behaviour is good.

Children are developing a good understanding of healthy lifestyles through regular outdoor activities that promote exercise. Children are very independent because staff ensure that they regularly make decisions and carry out tasks for themselves, such as serving themselves from healthy choices at tea time. The meal is balanced and covers all the important food groups. Children are hydrated well because water is readily available. The environment is clean, very well maintained and organised to create a welcoming and stimulating environment. In addition, the resources are broad in range to support children's overall needs. The provision inside and outdoors is effectively risk assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, which includes the practise of the fire evacuation procedure and learning to handle resources safely, such as scissors. This helps the children understand how to keep themselves safe, and to consider other people's safety within the environment.

The staff's successful management of children's transitions between provisions ensures that the children settle well and enjoy their time at the after school club. For example, the staff talk to children about what happens when they are at school and when they come to the club. In addition, as they collect the children from the attached school, the staff are able to talk to the school staff about any significant daily happenings that affect individual children. In addition, as the staff compliment what children learn at other provisions, the children flourish within the environment. The staff share relevant information with parents that affects children's settling-in processes. All of this supports children's emotional security and well-being effectively.

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

The management and staff implement the safeguarding and welfare requirements effectively. This is demonstrated in how the staff are vigilant in promoting children's safety and well-being within the provision, indoors and outdoors. Staff have a clear knowledge of their duties with regard to who to contact if there are any concerns about children. The safeguarding policy is readily available and effective in ensuring that the staff and parents are fully aware of the procedures in place to keep children safe from harm, and what to do if there are any concerns. The employment procedures are effectively implemented to make sure that the staff are appropriately background checked and suitable to work with the children. Clear induction procedures, individual supervisions and meetings provide the staff with good support to work effectively with the children. Staff training, such as safeguarding, is regularly updated to support children's safety effectively. The management and staff form successful relationships with parents to support children's overall needs.

The learning and development requirements are implemented effectively by the management and staff to support children. For example, this is demonstrated through how staff organise the environment to support children's learning and how they plan to help them make good progress. Staff qualifications have a positive impact on the children

because the staff use and build on their underpinning knowledge, to support children's learning successfully. The monitoring of the provision is good because the staff regularly review their thoughts together on how to maintain effective standards and how to improve the provision. They know their strengths and weaknesses, and work enthusiastically to continue to update the provision further, to support children in all aspects effectively. For example, although the provision has been recently re-registered due to some changes, the core people who work with the children and the premises remain the same, and the staff have taken good account of the recommendations raised at the last inspection. For example, they have effectively met recommendations by developing the observations to support children's progress successfully and they have made positive changes to support children's problem-solving skills, through the use of games and through support in activities. In addition, they have updated resources and continued to go on training to support children. This improves the support to children's ongoing learning and development. Parents' points of view are included and voiced mainly through discussion and sharing information through questionnaires. Parents' views sampled at the inspection demonstrate that the staff clearly form positive relationships with the parents, working alongside them to support the children's all-round development, safety and well-being. Children have a voice by being involved with staff in recording information about themselves, including their interests and what they wish to do at the provision, and they are effectively encouraged to voice their views in daily events.

The staff form effective relationships with other provisions where children also attend, such as the attached local school. For example, appropriate information is shared, to support children's care and learning. As a result, the staff use the knowledge they gain about the individuality of children to support their all-round development, such as their communication and language skills. Staff have a good knowledge of the importance of working in partnership with other providers and professionals if required. This means that the staff are fully prepared to give good support to the children's overall development.

### **The Childcare Register**

The requirements for the compulsory 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>	EY466965
<b>Local authority</b>	Leeds
<b>Inspection number</b>	931292
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Maxine Cook
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07834 986643

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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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