

# Playaways

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

<b>Inspection date</b>	13/02/2014
Previous inspection date	26/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Requires Improvement
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

- The interaction with the children is positive and there are strong bonds forming between children and adults.
- The play environment is friendly, welcoming with a wide range of activities and resources for children to choose from.
- Staff share information with parents to help promote children's care learning and development.
- There is a clear commitment by management and staff to making continuous improvement through further training and support from outside agencies.

### It is not yet good because

- Weaknesses in the assessment systems result in staff not clearly identifying children's 'next steps' to fully challenge and extend their learning and development.
- Staff do not use the outdoor area consistently well to enhance or extend children's play fully, by allowing children to pursue their interests either inside or out of doors.
- Children's independence is not promoted effectively in some areas of their play, such as snack times.

## 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 held discussions with the provider and manager of the setting.
- The inspector sampled a range of documents, including policies and procedures and records kept.
- The inspector spent time observing the interaction between staff and children.
- The inspector sought the views of parents through discussion.
- The inspector feedback her findings to the provider and manager.

## Inspector

Mary Vandepeer

## 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 9 am to 3 pm during term time only. A breakfast club operates each weekday from 7.30 am to 8.45 am and an after school club from 3.15 pm to 5.30 pm. 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 30 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 11 staff; 11 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 the general organisation of the children's play environment to enable them to extend their play opportunities across all areas of learning
- improve opportunities for children to be able to learn how to be more independent and think for themselves.

## Inspection judgements

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

The provider and staff team work well together. The environment is friendly with a variety of toys and activities available for children to choose from. Adults are able to use the resources and play areas to teach and help children learn. They interact well with children and deploy themselves in such a way that they can support and guide children when

needed. Overall, the children are able to enjoy and benefit from physical activities both indoors and outside. However, staff do not use the outdoor area consistently to enhance or extend children's play. Role-play and imaginary play opportunities feature at every session. Children are able to act out familiar scenarios from home.

Creative play varies from painting and mark-making, to moulding dough. For example, children busy themselves designing dough 'clothes' for a doll, using small tools to make patterns. Children are able to use a quieter area for looking at books, assembling puzzles or playing board games. These include matching pairs card games, to help develop children's memory skills. The children also enjoy shape and number activities, promoting their understanding of early mathematics. Children play alongside their friends and are learning to share and take turns.

Adults plan some adult-led activities, along with child-led opportunities. Key persons have a sound knowledge and understanding of the Early Years Foundation Stage and they plan using information about children's next steps in learning. However, this information is not always accurate because observations do not always reflect the learning that has taken place. This means that children's learning is not always being extended or challenged enough so they can make good progress in all areas of learning.

Staff complete progress checks for two-year-old children and parents are encouraged to contribute to this process and to comment on their children's progress. A new system of recording children's progress is in its early stages and staff use photographs used to support these written observations. These documents are readily available to parents. This is helping promote continuity of care and learning between home and provision. Adults are also seeking children's views when reviewing and planning future activities, to make sure they reflect their interests and wishes.

The key persons have a sound knowledge of the individual needs and interests of the children in their group. This means there are resources and equipment that engage most children in their learning. There are examples of children's work on display, helping promote their self-esteem. Displays of colourful posters featuring numbers, shapes, colours and letters help develop children's visual skills.

The key persons understand the need to develop effective ways to help children whose home language is not English. They ensure they have a few common words to help children feel valued. Adults display sensitivity in their interaction with all children. For example, this is evident in how they encourage and promote children's speech and language skills. Children are also learning how important it is to listen. They are making progress in their communication and language development. Adults strive to make children's learning fun. For example, they encourage their involvement during story time, asking open-ended questions about what happens next.

Children show a willingness to learn and show their enjoyment in the range of play opportunities on offer. This results in their increasing confidence in learning new skills and in their own abilities. All adults are clear that they must be good role models for the children in their care. Younger children are learning to take turns and respect others by engaging in activities that promote this. Key persons encourage children to talk about their

home life and favourite things. This means they feel secure and have a sense of where they belong. However, occasionally, staff do not fully promote children's independence in some activity areas as well as they do in others, which has a small impact on children's learning. Overall, children are benefiting from opportunities to further develop their emerging skills, across most learning areas, helping them get ready for school.

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

All adults working at the setting contribute effectively in the safeguarding and well-being of all the children. Adults display sensitivity and understanding towards the children, making sure they feel valued, safe and secure. Children are adequately supervised by adults, who offer them praise, guidance, and help in their play. This means most children are progressing appropriately in their learning. Adults act promptly and efficiently on advice from parents and other specialists. They also work well with parents and other carers, such as childminders. This means information sharing, mainly verbal, is supporting children's emotional development. All children clearly enjoy being at the setting. They show a fondness and confidence in the adults who respond appropriately to their individual needs. The key persons give the children their full attention, helping make changes easier for children to deal with. However, children's independence is not always promoted effectively, throughout the sessions. At times, all children are requested to stop what they are doing and tidy away, perhaps for story or a snack time. This means children are not always benefiting from opportunities to make their own decisions about what they do and when.

Staff provide children with healthy and nutritious snacks such as fresh fruits, savoury biscuits and cheese. There is always water to drink, with a choice of milk at snack times, to support children's good health. Some children stay through the lunchtime period and parents provide their packed food. Staff confirm that, overall, the packed lunches are balanced and further promote healthy eating.

There is an effective risk assessment system in place for the setting and for outings to keep children safe. Generally, adults work hard to ensure children are cared for in a healthy and safe environment. Recently, changes have been made to improve the security when children are arriving and leaving the setting. Children are able to learn how to keep themselves safe in an emergency, for example, as they regularly practise evacuating the building. Children behave very well, developing their personal and social skills by playing and eating together in groups. Overall, children are prepared for the next transition in their lives.

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

This inspection was brought forward because concerns following an incident where a child from the out of school club left the playroom unnoticed by staff. The child remained in the secure school grounds and was unharmed. However, the provider took swift and effective

action to improve systems to check and count the children present. The inspection found that children in the early years age group are well supervised and safe. There were no breaches found linked to the concerns. There are satisfactory measures regarding all children's supervision and key person system has improved for older children.

The management and staff have developed effective arrangements to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. All adults show they have an awareness and understanding of the local safeguarding children board procedures. They display a sound knowledge of how to respond if they ever have concerns about a child in their care. As a result children's welfare and well-being is protected well. There is a robust recruitment procedure which helps to ensure any new staff are properly checked and vetted, to ensure they are suitable to work with children. In addition to this, there is a staff monitoring, supervision and appraisal system in place. This supports the professional development of staff and their knowledge about how to provide support and suitable experiences for all children and their families. Risk assessments are carried out on a daily basis and any hazards found are minimised, to further safeguard children's welfare. The provider and manager display a sound understanding of the ratio and space requirements. The numbers of children and adults present are always within the legal requirements.

There are new self-evaluation systems in place, throughout the setting, to help drive improvement in terms of the outcomes for children. These, along with frequent staff meetings and parental feedback, are beginning to identify and address queries raised. The tracking of children's learning and progress is still in the development stage, however the manager shows a commitment to making improvements in checking children's achievements and development. There are information notice boards and leaflets, to promote the involvement of parents. Parents are able to keep up with their children's progress as they can see their children's 'Learning journey' folder whenever they wish, as well as talk with the key person. If there are queries about children's individual needs, parental consent is always obtained to consult with specialists or other professionals, if thought beneficial. The provider values the partnerships her setting has built up with local agencies and other childcare professionals, such as the local authority early years team. Management and staff follow the support and information provided, helping to further promote children's well-being, welfare and ongoing development.

Parents show that they are aware of how the setting operates and the routines followed. They state that their children enjoy themselves at the group. Parents also say they are very happy with the provision and that the staff are approachable, helpful and supportive. It is clear from the comments parents make, that children benefit from a range of interesting and enjoyable experiences, which are promoting their progress, learning and development. All adults in the setting are dedicated to helping children prepare and look forward to the next stage in their lives.

## **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>	954155
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Mandy Dawn Baldwin
<b>Date of previous inspection</b>	26/11/2013
<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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