

Play Works

49 Park Road North, Urmston, MANCHESTER, M41 5AT

Inspection date

Previous inspection date

26/02/2014

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

- The quality of teaching is good because of the accurate assessments of children's learning, progress and interests. Staff respond to children's emerging interests and needs and provide stimulating and challenging activities. As a result, children are engaged and progress is consistently good.
- Staff work in partnership with parents to ensure that all children achieve their full potential.
- The provider and senior staff are excellent role models and passionate about their work. As a result, the staff team work well together to create positive learning experiences for all children.
- Behaviour is good because expectations are clear and children receive consistent messages from all staff. Children make good friends, take turns, share resources and help one another and this positive behaviour is reinforced by staff.

It is not yet outstanding because

- There is scope to improve the hand-washing process followed by children to further support their good hygiene practice.

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 children in the pre-school playroom and outside learning environment.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector looked at children's learning assessments, a selection of policies, procedures, risk assessments and staff records.
- The inspector held a meeting with the provider and spoke to staff throughout the inspection when appropriate.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Michelle Jacques

Full report

Information about the setting

Play Works was originally registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It re-registered in 2013 due to a change in status to becoming a limited company. It is situated in converted premises in the Urmston area of Trafford, and is managed by the directors of the company. The setting serves the local area and is accessible to all children. It operates from one playroom and there is a fully enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one has Early Years Professional Status. The setting opens Monday to Friday all year round and is closed for one week at Christmas and all bank holidays. The setting opens from 7.45am until 6pm. The setting operates sessional care, wrap around care, before and after school and holiday care. Children attend for a variety of sessions. There are currently 88 children attending, 43 of which are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports 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:

- improve the systems for hand washing to reduce the risk of cross-infection.

Inspection judgements

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

Children are well cared for in a welcoming, bright and busy setting. Staff have a good and clear understanding of how to stimulate learning and development, following the requirements of the Early Years Foundation Stage. Stimulating activities are provided to challenge children and staff skilfully follow children's interests to extend learning. For example, children enjoy a cutting activity using various resources, such as straws and tissue paper. Children show an interest in shapes and this is extended through encouragement to cut squares, rectangles and triangles. Staff support children's learning through a secure understanding of their individual needs and preferences. Activities are provided to include various ages and development stages. As a result, all children are making good progress because educational programmes and activities provided are appropriate and stimulating. This means that children are learning a good range of skills to support them for their next stage in learning, such as school. Children remain engaged and learning opportunities are not missed. Parents are encouraged to contribute to children's ongoing assessment. Consequently, collaboration with parents ensures a comprehensive understanding of children's individual needs. For example, individual progress summaries are sent home and parents are requested to contribute to the

summary. This demonstrates a good approach to valuing information from parents and helps the key person to be fully informed. Children with special educational needs and/or disabilities receive good support. Effective partnership working with parents and other professionals, ensures that children's needs are fully met.

Children's communication and language development is supported by staff's good questioning skills. Children are vocal within the setting and communicate comfortably with other children and adults. Children are happy, confident and are making good progress socially and consequently, communicate openly and with ease. Staff mostly ask open questions to extend vocabulary. In response, children use complex sentences, such as 'My play dough is yellow and it feels squishy'. Friendships between children exist, supporting communication with others. Children are happy to discuss and negotiate between themselves and staff encourage children to interact with each other. As a result, children are provided with opportunities to develop communication skills with both adults and children. Children are confident to ask for help and express concerns and these requests are quickly met by staff. For example, children are encouraged to put their own coats before going outside. Staff encourage older more able children to help younger children and this provides an opportunity for open communication. Some children ask for help, such as 'I can't do it, my zip is stuck' and adults offer assistance when needed. Books and literature are provided to develop communication and language skills. For example, children describe illustrations and repeat a familiar phrase, such as 'You can't catch me' during an adult-led story session about a gingerbread man.

Children enjoy physical activities both indoors and outdoors and benefit from fresh air and exercise as part of their routine. The outdoor environment provides extensive opportunities for children to practise their physical skills, enabling them to be active, climb and balance. Children ride bikes outdoors, negotiating obstacles at speed. Children throw and catch balls with support from staff and praise celebrates achievement. Children are developing well physically and occasionally, development in this area is rapid.

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

The key person system is strong and children benefit from warm relationships with key staff. Parents comment that staff are 'brilliant' and children are 'developing well'. Staff are friendly and children occasionally seek reassurance, although mostly children are very independent learners. Staff praise and encourage children throughout activities and this helps motivate them to learn. Children's behaviour is very good and staff manage behaviour well. Adult expectations are clear and sharing and turn-taking is encouraged by staff. For example, children are encouraged to work together to build a tower and children wait patiently to contribute their brick to the top of the tower. As a result, children are encouraged to work together and mutually respect one another and this supports their emotional well-being.

The environment is safe, stimulating and well resourced both indoors and outdoors and children engage in a variety of activities to stimulate learning and development and allow them to take and manage appropriate risks. Routines are established and children feel secure in their ability to carry out familiar activities. For example, upon arrival the children

enjoy finding their name label and posting it in the post-box. This registration procedure effectively supports children's independence and confidence. Generally good hygiene practices keep the children safe. Staff follow a cleaning rota to ensure the environment and resources are clean and appropriate for use and this safeguards the children. Children are encouraged to independently use the toilet and wash their hands at appropriate times of the day. As a result, children learn the importance of hygiene routines. However, there is scope improve the hand washing routines as some children are unable to reach the paper towel dispenser and so use the fabric towel provided to dry their hands, which presents the risk of cross-infection. A lovely variety of snacks are offered to children including fresh fruit, tomatoes, cucumber, carrot, grapes, apple, milk and water. This ensures children enjoy food and experience a variety of tastes.

Children are well prepared for transition to school or other settings. Transition summaries are written by the key person to assist the transition by communicating learning styles or needs prior to a child leaving. Children are independent and confident, contributing to easy adjustments during periods of change.

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

Leadership and management is good. Children are kept safe by comprehensive policies and procedures supporting the smooth day-to-day running of the provision. Staff have a good knowledge of safeguarding procedures, which ensures that children are kept safe at all times. Staff work well as a team and are led by motivated and enthusiastic directors/managers. The directors effectively monitor the quality of teaching and learning by being hands-on and visible role models and are present in the pre-school all the time. As a result, children are welcomed into a happy environment by keen and motivated staff members. Risk assessments are in place to help keep children safe and these are reviewed when required to ensure they are up to date and relevant for the children accessing the provision. Risk assessments are robust and ensure that hazards are minimised and the environment safe.

Effective self-evaluation procedures are in place and priorities for improvement are identified. A clear plan for future improvement enables the management team to drive continuous development. The team's professional development is identified. Staff engage in regular training including Makaton and food hygiene and professional development is good.

Partnership working with parents is well established and parent's views are positive regarding leadership, development and systems, that all contribute to children making good progress. Management engage with parents and families well and as a result, individual needs are understood and met. Children are happy and make good progress in this friendly setting.

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

Unique reference number	EY467347
Local authority	Trafford
Inspection number	935167
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	88
Name of provider	Play Works (M/cr) Limited
Date of previous inspection	not applicable
Telephone number	01617489400

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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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