

# Playworld (New Forest) CIC

Bartley C of E Middle School, Winsor Road, Winsor, SOUTHAMPTON, SO40 2HR

## Inspection date

Previous inspection date

06/05/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Records are not easily accessible and available for inspection, particularly documents to evidence the suitability of staff to work with children and staff first-aid certificates.
- The provider does not ensure there are sufficient qualified staff. Staff deployment is not effective in making sure that children always receive appropriate levels of supervision. This weakness compromises children's safety
- Play and learning opportunities are limited indoors and fail to provide children with sufficiently interesting and challenging activities to keep them motivated and engaged.
- The staff do not organise the arrival and snack-time routine well. This time is chaotic and neither meets children's needs nor encourages good health habits.

### It has the following strengths

- Daily discussions between the staff and parents mean information about children's welfare is shared on a regular basis, which helps staff know children's changing needs.
- The staff provide children with regular opportunities to play outdoors, which allow children to acquire and practise physical 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 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's play and staff interaction both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector looked at some relevant documentation.
- The inspector talked with staff, parents and the manager.

## Inspector

Dinah Round

## Full report

### Information about the setting

Playworld (New Forest) CIC registered in 2013 and is owned by Playworld (New Forest) CIC. It is one of two settings owned by the company. It provides out-of-school provision and operates from a room in Bartley Church of England Middle School, in the Bartley area of Southampton. The club is open each weekday from 7.45am to 9am and 3.30pm to 6pm during school term times. It also opens occasionally during school holidays from 8am to 6pm. All children have access to an outdoor play area. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

Children may attend for a variety of sessions. There are currently 78 children on roll, of whom nine children are in the early years age group. There are seven members of staff employed to work with the children, including the manager. Three staff hold a relevant early years qualification.

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

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

- make sure that all relevant records are easily accessible and available for inspection, in particular the evidence of checks completed for staff with the Disclosure Barring Service, and for staff having obtained suitable first aid certificates
- ensure staff qualification requirements are met at all times so at least half of all staff, excluding the manager, hold at least a full and relevant level 2 qualification
- deploy staff effectively to ensure children's safety, so children are always well supervised and supported, and particularly when they move between the indoor and outdoor areas
- improve the organisation of the start of the club's sessions, so that arrival and snack times are managed in a way that meets children's needs and promotes their good health well
- improve organisation of learning opportunities to provide children with a good range of stimulating and challenging play experiences to help them make good progress.

## Inspection judgements

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

Staff do not manage children's arrival at the club well. Children are expected to have a snack immediately and this time is not organised effectively. Staff provide little to do for those children who arrive first and finish their snack quickly, resulting in a rise in noise levels. Children arriving later have to go outside while still eating. This time does not meet individual children's needs.

Children generally settle quickly once the arrival and snack time routine is completed. Staff greet children in a friendly manner and some of the staff spend time talking with children about their day at school, which helps children feel welcome. However, staff do not organise the play equipment well and many resources are not easily accessible to children. This makes it difficult for them to make choices about their play, which restricts their independent learning. For example, books are stored in a secure plastic box on top of a cupboard where children are unable to reach them.

Staff do not present the indoor resources invitingly. They do not provide children with a stimulating and interesting play environment with a wide choice of activities, particularly indoors. For example, on the day of inspection, there were limited resources available on a table that consisted of some paper and pencils, some threading beads and one pair of scissors. This means that the children's play and learning experiences are restricted owing to the staff's lack of organisation of resources and activities. The learning environment does not motivate children to play.

Staff do not engage children effectively in play activities to motivate their interests and support their learning and development. For example, when children asked to play a game a member of staff sat with them only briefly to talk about what was involved because of being distracted with other tasks. This meant the children did not play the game so their interest was not followed. As result, some children wandered around not engaged in an activity. This means that staff missed opportunities to support children's learning and development.

Staff make better use of the outdoor area. Here, children learn to get along with each other, which helps them develop friendships. They enjoy using the outdoor environment where they have great fun and are keen to play because the activities interest them. They organise various games of football and negotiate the rules as they play together. This helps all children feel included by being part of the team. They enjoy running freely and show control and balance as they use various apparatus on the wooden 'trim trail' equipment. This helps children learn and practise new skills, and promotes this aspect of their physical development well.

Children chat with the staff and other children during their play, listening well to their friends. Staff interact with children appropriately to encourage their communication skills by taking the time to have conversations with the children. Staff help children practise some appropriate skills to promote their personal independence, such as pouring their

drinks when they feel thirsty. Staff keep parents informed of their children's activities and progress.

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

Staff complete suitable daily checklists to help them risk assess areas of the premises used by the children, so children use safe environments and equipment. However, the procedures staff follow as children go between the indoor and outdoor play spaces are not sufficiently robust. Children are allowed to move freely between the two areas but, because staff are poorly deployed, they are not always able to either see or hear the children. Consequently, staff do not always know where children are at any one time which means staff not vigilant enough to ensure children are kept safe. This is a breach of requirements that compromises children's safety.

When children use the outdoor wooden play equipment staff are generally close by, so provide appropriate levels of supervision here. They recognise when children need a little help on more challenging pieces of apparatus and provide gentle reminders, saying, 'Make sure you hold on tight'. This contributes towards helping children learn how to keep themselves safe in their play. A safety surface fitted under the wooden play equipment helps to reduce the risk of children hurting themselves. Children and staff take part in termly emergency evacuation practices to help children gain an understanding of what to do in emergencies. These actions help keep children safe.

Children have trusting relationships with staff and are confident to approach them when in need some assistance. Staff talk with children to teach them about having consideration for the needs of others. For example, they remind children sensitively about the importance to take turns in their play, such as walking along the balancing equipment 'one at a time'. The children listen and cooperate. Club rules are displayed on the wall and staff provide children with clear boundaries, so they learn to manage their own behaviour. However, children are not kept sufficiently occupied because there are insufficient resources and interesting activities organised resulting in some children wandering round on their own without a purpose. The start of sessions is too noisy because children have little to do.

Children enjoy daily use of the outdoor play space providing them with regular fresh air and exercise. However, snack time, at the start of each session, is not organised effectively and at times is chaotic. For example, some children finish their snack and are waiting to go outside while others are still lining up to choose their snack and find somewhere to sit. Those that have finished have little choice of things to do and most are unoccupied, so noise levels rise too much and learning time is lost. Owing to this poor organisation, staff do not always check that children have washed their hands before they eat to promote good hygiene habits. This oversight places children's good health at risk. Nevertheless, children benefit from the nutritious snacks that staff provide, such as fresh fruit, cheese and crackers. Staff liaise with parents about children's specific dietary needs and make sure that these are followed. This communication contributes towards keeping

children healthy.

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

The provider does not ensure that sessions run smoothly and statutory requirements are met. Staff are not deployed effectively to make sure that children are adequately supervised as they move between the different areas. This means that, on occasions, the children are able to wander around unnoticed when outside and this compromises children's safety. The manager has developed suitable policies and procedures that include safeguarding and complaint procedures. She understands appropriate recruitment and vetting procedures to check the staff's suitability to work with children. However, many of the required records are not easily available for inspection, including checks completed through the Disclosure and Barring Service. Similarly, the provider states all staff have completed a suitable first-aid qualification but the certificates were not available for inspection. This is a breach of requirements and means those with a right to see such checks cannot do so. A clear record of the children's attendance, along with records of any visitors to the club, is appropriately maintained, which helps promote children's safety.

All new staff go through a suitable induction process in which they are made aware of their roles and responsibilities, so they know, for example, who is making the snack. Staff work different days, however, and the provider has not made sure that there are always sufficient qualified staff present to meet the required levels for staff qualifications. This is a breach of requirements and also means the Childcare Register requirements are not met. The staff team has attended training on safeguarding and each has an adequate understanding of child protection issues. They know to report any concerns about a child to the manager to support children's welfare.

The manager organises regular staff meetings to discuss issues and help identify areas for improvement. These ongoing discussions help staff to evaluate the activities and reflect on what works and what does not, so activities can be improved when offered in the future. For example, staff recognised that when children made bird feeders these were too sticky so did not work well. Overall, staff provide an adequate mixture of child-initiated play and adult-planned activities. However, the play equipment indoors is not well organised and activities often lack challenge for children. As a result, children are sometimes not engaged in purposeful play and chances for learning are lost.

Parents receive sufficient information about the club through details recorded in the parent pack, such as the club's policies and procedures. At handover times, parents spend time talking with staff who explain the activities children have undertaken. Parents comment positively on how the staff are 'friendly and helpful'. When staff collect children from school, they chat to the school staff to gain information about the children's care and well-being. This process is aided by some staff also working in the school, so they already know the children. This knowledge contributes towards providing continuity for some of children's individual needs. Nevertheless, overall the weaknesses in organisation of

activities and resources mean the learning and development requirements are not met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Met**

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work.

## 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>     | EY469594                   |
| <b>Local authority</b>             | Hampshire                  |
| <b>Inspection number</b>           | 942470                     |
| <b>Type of provision</b>           | Full-time provision        |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 4 - 8                      |
| <b>Total number of places</b>      | 35                         |
| <b>Number of children on roll</b>  | 78                         |
| <b>Name of provider</b>            | Playworld (New Forest) CIC |
| <b>Date of previous inspection</b> | not applicable             |
| <b>Telephone number</b>            | 02380 812173               |

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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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