

Party House

70 Laindon Road, Billericay, CM12 9LD

Inspection date

21/05/2014

Previous inspection date

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

- Staff have a good understanding of children's individual needs. The effective key person system helps children to feel comfortable and secure, successfully promoting their emotional well-being.
- Children are motivated and eager to learn. They show good levels of curiosity and imagination and are confident and self-assured.
- Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents are strong. This means that children receive the support they need and this contributes to making sure their individual needs are met well.

It is not yet outstanding because

- Pre-school children do not have free access to the outdoor area which means that they are restricted in the way they choose to play.
- There is scope to enhance the range of positive images of people from a variety of backgrounds in order to promote children's understanding of differences in society.

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 activities in the playrooms and garden.
 - The inspector spoke with the owner, managers, staff and children.
 - The inspector carried out a joint observation with the manager of the pre-school.
 - The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, planning, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Party House out of school club registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The management have also recently opened a pre-school at the setting known as Little Legs Pre-school. The setting is privately owned and one of a chain of six nurseries and out of school clubs. Party House operates from two storeys of a converted school in Billericay, Essex. There is an enclosed area available for outdoor play. The club employs five members of staff, all of whom have appropriate early years qualifications from level 2 to level 5 and one member of staff holds Qualified Teacher Status. Party House out of school club operates five days a week during school term time from 7.30am until 9am and from 3pm until 6pm. The pre-school operates from 9.15am until 12.45pm on four days a week and from 9.15pm until 3pm on Thursdays. A holiday club is offered during school holidays from 7.30am until 6pm. There are 53 children on roll. There are strategies in place to support children with special educational needs and/or disabilities and children learning to speak English as an additional language.

What the setting needs to do to improve further

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

- provide more frequent opportunities for pre-school children to experience exciting play opportunities in the outdoor area
- extend the range of resources promoting positive images of people to enhance children's understanding and respect for differences in the world around them.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn through play. The quality of teaching is good. Staff offer children choices and follow their lead to extend their learning across all areas. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities, that provide effective challenge and stimulation. Key person discussions with parents and initial observations ensure that children's starting points are understood and used to plan for their individual progress from the beginning. Staff track children's progress through effective monitoring and assessment. They use the information gained to accurately identify the next steps in children's learning to support their development.

Planning for children's development, takes into account staff's understanding of children's interests, likes and dislikes. This ensures that children enjoy their experience at the setting and are motivated to learn. For example, children who are fascinated by mini beasts in the garden are encouraged, as staff help them to build a 'bug hotel' and provide the resources they need to explore and investigate. The careful observations of key persons ensure that any gaps in children's learning are quickly identified and supported. Staff provide regular information to parents about their children's development and they support parents to continue their learning at home. Systems are in place for the progress check for children aged between two and three years to be carried out when children reach the appropriate age.

Children's communication and language development is well promoted as staff constantly engage children in conversation. They ask open-ended questions to stimulate thinking and problem solving. Children with additional needs are monitored by staff and discussions are held with parents so that speedy interventions are sought. As a result, all children make good progress. Children are supported to become ready for school as staff provide resources to develop their pencil control and teach them pre-writing skills. Children's physical development and imagination is promoted as staff join them in their 'moon rocket' tent as they soar into space and take giant steps on the moon. Staff help children gain more from their play outdoors as they draw a chalk road for their scooters and a goal for their football.

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

Children feel secure, confident and happy in the setting as they build strong relationships with their key person and each other. They make friends easily and behave well. Staff are good role models as they lead by example modelling politeness and kindness. They use frequent praise to raise children's self-esteem and encourage positive behaviour. Staff provide a warm, welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are of good quality and easily accessible to all children. Children lead their own play and freely choose from the interesting age-appropriate activities set out. Children's personal, social and emotional development is supported as they are encouraged to talk about their birthday and the presents they received. Children learn about the world when they go out into the local community. However, there are few resources within the setting showing positive images of people from a variety of backgrounds which limits children's experience and understanding of differences in society.

Children have an opportunity each day to exercise in the fresh air as they play and learn in the garden. However, pre-school children do not have continuous free access to the garden which restricts their learning opportunities and choices. Healthy eating is promoted by the provision of fruit at snack time and children who attend after school receive a hot nutritious meal. Children are supported to learn good table manners. They learn to serve themselves food and pour their own drinks. Older children wash their own dishes and help to tidy away providing them with skills for the future. Information is gathered from

parents about children's individual medical or dietary needs and careful steps are taken to ensure children do not come into contact with foods that might harm them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. Children in nappies are supported with potty training and nappies are changed in hygienic and discreet conditions.

Children's safety is of paramount importance to the management and staff. Children are well supervised as staff interact with them at all times. Children learn to keep themselves safe as they are reminded to walk and not run when inside. Staff remind them to look out for their friends as they race around the garden in cars and on scooters. Staff carry out regular fire drill practices to ensure that all children and adults know what to do should an emergency occur. Risk assessments are carried out in all areas of the setting and older children help to make posters to remind them of dangers, such as, 'no running on the stairs'. Staff help younger children to become emotionally ready for the next stage in their learning as they engage in role play with school uniforms and read stories about starting school.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are well qualified and are skilled in promoting good outcomes for children. All the necessary documentation for the safe and efficient management of the setting is in place. Staff carry out robust checks of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. Children are effectively protected as staff undertake regular training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

There are rigorous recruitment and induction procedures and all staff have undergone the necessary background vetting checks to ensure they are suitable to work with children. All staff are responsible for ensuring that correct ratios of adults to children are always maintained. Staff keep up to date with their first aid training, so they can deal effectively with minor injuries if necessary and all accidents, illnesses and incidents are appropriately logged and signed by parents. Staff track children's developmental progress and any concerns regarding children's development are discussed with their parents. Suitable measures for intervention are put in place where necessary, through close links with other professional agencies. Partnerships with parents are strong and they are invited to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress and there is an open door policy where parents are free to speak to staff at any time.

Parents are pleased with the facilities in the pre-school and out of school club. They speak of their gratitude to staff and say they are kind and caring. Parents are invited to participate in outings and special events and they know they are welcome to speak to the key persons if they have any concerns or want to talk about their children's development. Staff are supported well by the management team, and each other. The managers closely monitor staff practice and the effectiveness of the educational programmes. Children's progress is closely analysed by the key persons to ensure all children achieve to the best of their ability. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the setting and demonstrates clear targets for improvement. The manager welcomes all feedback and parents say they quickly respond to suggestions for improvements. Children are well-prepared for the next stage in their learning and moving on to school as staff work closely with other settings that children attend to ensure continuity in their learning.

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	EY472067
Local authority	Essex
Inspection number	975721
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	53
Name of provider	Little Legs Limited
Date of previous inspection	not applicable
Telephone number	01277621064

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

