

Parklands Learning and Care Centre

Parklands Primary School, Spinney Hill Road, Northampton, NN3 6DW

Inspection date	30/05/2014
Previous inspection date	15/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Safeguarding of children is good, staff know the procedures to follow and a policy is in place, which is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- Children benefit from being outside in the well-resourced and secure outdoor environment and using the school grounds to promote their physical skills and enjoy fresh air.
- Relationships with both the school and parents are good and supported through frequent communication; this supports continuity of care for children.

It is not yet good because

- There is a lack of consistency in the interactions used by staff to engage children and extend their learning during routines and activities. Not all staff ask questions that can be answered in different ways and encourage children's thinking skills.
- The key person system requires improvement to support individual children's development and engage parents further in order to outline experiences that complement learning at home and in other settings.
- Systems to supervise staff and improve interactions with children are not suitably developed to ensure that they effectively engage children and extend their learning.

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 both main play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working within the setting and a range of other documentation.
- The inspector took account the views of a parent and children spoken to on the day.

Inspector

Rachel Howell

Full report

Information about the setting

Parklands Learning and Care Centre was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre operates from a mobile in the grounds of Parklands Primary School, Northampton. The mobile consists of two rooms, kitchen, office and associated facilities. There is an enclosed outside play area that includes a hard surfaced and small grassed area with a newly built wooden climbing frame. The centre also has access to part of the school field that is next to the mobile. Disabled access is through the front door. The centre caters for children between the ages of three and 11 years who attend Parklands Primary School. It currently has 105 children registered of whom 17 are in the early years age group. The centre is open Monday to Friday 7.30am to 8.40am and 3.30pm to 6.00pm during term time. There is a holiday play scheme which operates during all school holidays between 8am and 6pm. Children from the surrounding area also attend the play-scheme. There are of total of four staff who work directly with the children, three of whom are qualified at level 3 and one is unqualified. There are links with the school, nursery and children's centre on-site.

What the setting needs to do to improve further

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

- ensure all staff develop a secure understanding of how their interactions can enhance children's learning further through asking questions that can be answered in different ways to encourage children's thinking skills
- ensure every child in the early years age range has an appointed key person who develops a close relationship with them and their parents and provides effective ways to support their individual care and learning.

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

- improve the leadership and management of the centre by monitoring the quality of staff interaction with children during their play to ensure consistency in teaching so that it engages children and extends learning for all.

Inspection judgements

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

Staff recognise that children learn through play and provide a warm and welcoming environment where resources are easily accessible. Staff organise resources around the room so that children can make independent choices in their play. For example, a

particular favourite, is a large role play area containing storage boxes with easily accessible units and hanging rails to display and encourage use of the resources by the younger children. This results in children approaching their play with eagerness. Resources are of suitable quality and there is a sufficient range to engage children's interest. These match children's age and stages of development and some also reflect positive images of diversity in order to raise children's understanding of the lives of others. There is a balance of quiet areas to offer the children places to relax after a long day at school. Challenges indoors are offered through a wide variety of games, such as, the more traditional board games, well as, various games consoles, whereby children can be more competitive and learn about turn taking.

The staff have a satisfactory knowledge of the Early Years Foundation Stage and how children learn and use this to plan experiences for children. They do not, however, currently plan for the individual learning needs of the children in the early years age range. This needs to be addressed and implemented through the key person system. The activity programme provides children with regular, new activities with which to complement their learning experiences gained from home or in school. Staff offer children opportunities to explore, investigate and learn through first hand experiences. For example, these include exploring cultural diversity through an activity cooking Indian cuisine or with parental permission, having a henna tattoo applied. Children's views are taken on board and the planned activities they have enjoyed are repeated, which ensures that new skills are reinforced and practised. Regular communication with parents facilitates continuity in children's care and learning. Early writing is supported at a number of activity tables daily and there are varied resources to explore these skills. Additionally there is a library file of colouring and puzzle sheets available for children to look through and self-select items that they can then ask a staff member to photocopy. This supports children to be self-motivated and independently lead their own learning.

Children at times, are able to suitably develop their imaginative skills as they play supported by interactions and questioning to encourage them to problem solve for themselves. For example, two younger children construct a castle and make their castle wall from chairs and fabric in the role play area. The playworker supports the children to think critically about how this can be done. On the other hand, exploration by another young child in the same role play area, later in the inspection, shows a different picture. The staff member engages with the child but misses opportunities to support his language further; specifically through asking questions that could be answered in different ways and encourage his thinking skills. Some staff extend children's learning through spontaneous games. For example, during younger children's scooter play in the outside area a playworker engages and captivates all of the children with his obstacle course and narrow challenging roadway. He supports their independence, social skills and turn taking. Alternatively during exploration at the creative activity table. A member of staff does not sufficiently extend the learning for the children, particularly through engaged discussion. There is, therefore, an inconsistency in the quality of teaching. Interactions between staff and children to promote children's learning are variable and require improvement.

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

Children are settled and happy in the centre. Relationships with school are good, which means children's emotional security is supported as they make the daily transition from classroom to the after school setting. Suitable arrangements are in place to gain information and settle new children, they become comfortable in the cheerful and relaxed atmosphere. During the school holidays some children from the other schools in the surrounding area also use the centre. These children soon make friends and enjoy the companionship of the holiday play scheme. Until recently the centre has had a sufficient key person system in place. The centre has, however, temporarily suspended this system and are not at present sufficiently focusing on the individual learning needs of the children in the early years age range. They do, however, have good relationships with parents and good links with the school on site in order to complement the care and learning received elsewhere. Staff take time to get to know the children and they plan interesting experiences taking into account children's interests. Additionally the registered person, management, and key committee members recognise the requirements of the Early Years Foundation Stage and are willing and able to rectify matters.

A suitable range of resources are available for children to access, which supports their all-round development. There are sufficient opportunities for children to become active. Children benefit from regular fresh air and have many opportunities for physical exercise in the well-resourced enclosed outdoor area and the additional school field to play football together or freely run around. Trips are also planned in the holidays to the local parks. Children are independent in their learning. Staff encourage them to make choices for themselves. For example, young children can choose resources for the creative table or what resources to get out of the outdoor shed. They independently select and clear away activities and confidently seek assistance from the helpful staff who are on hand to support them when needed. As a result, children are learning to become independent and motivated learners. Children know what is acceptable behaviour because staff talk activities through and support children's understanding of rules, sharing and taking turns as they play. This ensures that children play cooperatively together. Staff encourage them to express their views and make choices. Children receive praise for their achievements and positive behaviour, which promotes self-esteem and confidence.

The centre promotes children's understanding of diversity and plans activities that encompass different celebrations, for example, Easter and Chinese New Year. Meal times support children's development and are social occasions where children sit together and talk about what they have been doing at school or in the holidays. During lunch-times in the holidays, children of all ages enjoy having their packed lunch picnic-style while watching a movie as a group. Children's independence and self-care skills are fostered through pouring their own drinks, which are freely available throughout the session. They learn to keep themselves safe and are supported to appropriately manage risk themselves. For example, they safely negotiate the castle wall that they have built, while dressed as a prince and princess. As a result, children adopt healthy lifestyles and learn how to keep themselves safe from harm. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their move to other settings. As a result, children are well prepared emotionally, for their future learning.

The effectiveness of the leadership and management of the early years

provision

The staff have a sound understanding of their responsibilities for safeguarding children and know the procedure to follow should they have a child protection concern. Written risk assessments are in place and are regularly reviewed. Daily checks ensure that the environment is safe for children and detailed policies and procedures are effectively implemented by all staff. All staff hold current first-aid qualifications. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. Visitors are signed in and out. All of this contributes to ensuring children's safety. As a result, children are kept safe from harm.

Robust recruitment procedures ensure that all staff are suitable for their role. Recruitment, induction and establishing the suitability of people working with the children is thorough and appropriate measures are in place. A programme of staff supervision, training and development are delivered regularly. Consequently, staff are well informed and children's needs are understood. The centre has a realistic view of the quality of provision they provide. They seek support from the committee members who also include the head teacher of the school on-site to improve their practice and provision. Weaknesses, however, in the quality of staff interactions to extend and challenge children's learning, are not identified clearly enough. Managers do not focus closely on the impact of teaching on children's learning. As a result, not enough is being done to ensure a consistent approach is used by all staff to support children's learning and development to best effect.

Partnerships with parents are well established. The staff have developed suitable relationships with them through daily communication. Parents report that they are happy with the centre and feel that their children are well cared for in a friendly and relaxed environment where staff are very approachable. In fact many parents that have moved further afield choose to bring their children back to the centre to attend the holiday play scheme. The user friendly and informative website ensures that parents are kept up to date and can access booking forms, news and other supporting information. Additionally, the centre has accounts with social media sites that are regularly updated with the recent happenings in the centre. The manager shows suitable understanding of the importance of engaging with other professionals that may be working with a child. Partnerships with the school, nursery and children's centre on-site are good and together they provide a useful range of support and care for families. As a result, a shared approach to children's care and learning is established.

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	EY280087
Local authority	Northamptonshire
Inspection number	877691
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	105
Name of provider	Parklands Learning and Care Centre
Date of previous inspection	15/05/2009
Telephone number	01604 495937

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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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Piccadilly Gate
Store St
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