

# The Playcentre

Holme Christian Care Centre, Madison Avenue, BRADFORD, West Yorkshire, BD4 0JE

## Inspection date

13/05/2014

Previous inspection date

13/06/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 3

## The quality and standards of the early years provision

### This provision requires improvement

- The quality of teaching is good and as a result children are eager and motivated to learn. Staff are skilled with providing for children's individual needs, ensuring that every child makes good progress, considering their starting points.
- Management and staff fully understand the safeguarding procedures they must follow in the event of a concern about a child in their care. Therefore children are fully safeguarded.
- Partnerships with parents are effective. Parents are very positive about the care and education their children receive. As a result, children's needs are met.
- Children are very happy and settled in this welcoming setting. They have good attachments to staff, who are very caring and attentive to their needs. This enables children to explore the environment with confidence as their emotional well-being is very well-supported.

### It is not yet good because

- There is no named deputy in place, who is qualified to take charge in the manager's absence. As a result, the Early Years Foundation Stage welfare requirements are not fully met or monitored effectively.
- There is scope to strengthen the opportunities for children who speak English as an additional language, to see and use that language within the playcentre environment, for example, on displays and in books.

## 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.

## Inspection activities

- The inspector completed a joint observation with a member of staff.
- The inspector observed children engaged in a good range of activities in the playrooms, large hall and the outside area.
- The inspector acknowledged parent's views, including those spoken to during the inspection.
- The inspector looked at a selection of documentation, including staff disclosure and barring checks, policies and procedures and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

The Playcentre was registered in 1983 on the Early Years Register. The playcentre is a voluntary organisation and a registered charity. It operates from three rooms and an enclosed area available for outdoor play within Holme Christian Care Centre in Bradford, West Yorkshire. The playcentre serves the local area and is accessible to all children. The playcentre employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including the manager who holds Early Years Professional Status. The setting opens Monday to Friday, term time only from 9.15am until 12.15pm and 12.45pm until 3.45pm. Children attend for a variety of sessions. There are currently 44 children on roll, who are in the early years age group. The setting receives funding for the provision of early education for two-, three- and four-year-old children. It supports a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a named deputy, who is capable and qualified to take charge in the manager's absence.

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

- enhance the opportunities for children who speak English as an additional language, to see and use that language within the playcentre environment, for example, on displays and in books.

## Inspection judgements

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

All children are very settled, motivated and demonstrate positive attitudes to learning as they eagerly explore the good choice of activities available. They are effectively supported by staff, who have a good understanding of child development and their role in supporting children's learning. This is reflected in the purposeful and spontaneous observations and formative assessments of children. The assessments include the progress check for children aged between two and three years, which acknowledges young children's achievements within the prime areas. All observations show accurately their skills and interests. Staff use these effectively to identify next steps for each child and plan activities to extend their learning and development and share this with parents and other professionals. Clear tracking of children's progress highlights any gaps in their learning

and additional support is sought from other professionals when appropriate. The key person system is implemented well and staff engage very well with parents ensuring that all children's starting points are identified as they begin at the playcentre. Parents are given good opportunities to contribute in their children's learning records to ensure good progress in learning. For example, they complete 'wow' moments of their child's achievements at home, which staff place in their files.

Children are supported well by staff, who provide a good range of age appropriate activities and experiences. They have fun, are engaged and develop the range of skills needed for the next steps in their learning, such as moving to school. Children show an interest in writing and are able to link sounds to letters and recognise their names. For example, older children identify their name on their water bottle. They imaginatively use a variety of implements to draw and make marks in the corn flour. Children are keen to show staff how they have made the shape of a circle and tell them 'it is round'. This helps to promote children's understanding of different textures, letters and the understanding of shapes. Staff ask good open-ended questions to further develop children's thinking skills. For example, as children run their hands through the home-made sand, staff ask 'what does it feel like?' Children respond enthusiastically saying 'it is soft'. Staff listen to children and follow their requests to sing songs. Children's listening and attention is captured well by staff through good use of props that are used and linked to the songs they sing. For example, children hold the butterfly masks up to their faces as they sing about the life of the butterfly. This activity helps to extend their communication and language skills, along with learning about the world around us. Staff encourage children to develop their physical skills as they are given good opportunities to go outside. Children guide their wheeled toys around the pretend marked road, stopping at the toy traffic lights. They know that red means stop and green means go, helping to teach children about road safety and recognition of colours. Staff encourage children who speak English as an additional language, to help to develop their use and understanding of English. For example, through lots of clear conversation opportunities with them and with a good selection of resources to depict diversity. However, there is not an excellent range of words and displays in children's home language to fully support the use of this in their play.

Teachers visit the playcentre and the records of children's learning and development are shared to promote the continuity of learning. Staff complete reports of children's progress prior to them starting school. This ensures good procedures are implemented and parents and children are supported well throughout the transition in readiness for school.

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

Children's emotional well-being is supported very well. Each child has their own key person, chosen by who the child bonds with during settling-in times. There is also a 'buddy system' in place, who is there for the child in the absence of their own key person. The key person oversees their development and supports them in the routines of the day. The key person also works closely with parents to provide continuity of care and learning. Children are sensitively supported during settling-in periods to ensure they experience a

smooth transition from home to the playcentre. They settle at their own pace through a gradual settling period that is tailored to meet their individual needs. Parents and children are warmly welcomed by staff throughout the playcentre. Staff take the time to get to know parents and children's individual routines. Therefore, children's individual needs are known and understood and their physical and emotional well-being is effectively supported. Staff arrange the learning environment throughout the playcentre to maximise children's independence, choice and decision making. They plan activities to meet children's interests, which effectively engages them in their play, as well as ensuring children's own ideas are taken on board. Children's work and photographs of their family and activities they take part in are creatively displayed to ensure that they continue to feel welcome.

Children are very well behaved. Staff are good role models, therefore, children remain fully engaged and motivated to take part in all activities. Children learn to share and take turns and are given gentle reminders to say please and thank you, for example, at snack time. Staff constantly praise children for their continual good behaviour and social skills. This helps to boost children's confidence and self-esteem in the very friendly and welcoming environment. For example, children receive stickers as rewards as they sing the songs in readiness for the end of term concert. Children eat a range of healthy snacks and snack times are very sociable occasions. Staff sit with them, to support them if needed and to engage them in conversation. Children are also supported to adopt good safety habits to keep themselves and others safe. For example, when children climb the stairs they are reminded to hold on to the rail and to walk. Therefore, they learn about the impact of their actions on themselves and others. As a result, children grow in confidence and self-esteem. Staff support children to become increasingly independent, therefore, they enjoy being very independent in their personal hygiene and have good personal care skills. For example, they learn to pour their own drinks throughout the sessions.

Staff support children's move on to school, they establish strong links with them, through sharing of children's progress by regular assessments. Staff talk with children about their move and use books and settling-in visits to the school. This helps children become familiar with their new key person, teachers and routines. Staff ensure that children benefit from a healthy lifestyle. Children have free access throughout the session to play outdoors in the fresh air. They enjoy a wide range of physical activities that support their physical development. For example, they steer the wheeled toys around and climb in and out of the tyres. Children also access the large community hall where they climb and run about freely with a variety of soft play shapes and apparatus.

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

The manager has a satisfactory understanding of the requirements. However, at the time of the inspection there was no named deputy to take charge in the manager's absence. This is a breach of the Early Years Foundation Stage welfare requirements. Throughout the inspection there was no significant impact on children's well-being or learning as qualified staff are in place, who meet children's needs well and teach them effectively. The

manager has a suitable commitment to continuous improvement and encourages staff to attend regular training and meetings. This ensures that staff remain motivated and enthusiastic. The manager ensures training and further qualifications are identified to meet the needs of the playcentre. A monitoring and appraisal system of staff performance is in place to support staff to develop their own practice and peer observations are being introduced to enable staff to share positive examples and ideas. This ethos of constant reflection and improvement ensures standards of care and teaching throughout the playcentre continue to improve. The manager regularly monitors the planning and delivery of the educational programmes. This ensures that children are provided with interesting and enjoyable activities and resources, which support them to make progress across all areas. Frequent observations and assessments of children's learning are completed. This enables staff to identify the progress children make and also any areas in which children may require further support. Since the last inspection, the areas raised for improvement have been addressed. For example, staff systematically use the observations of each child's achievements to identify learning priorities. This ensures children's next steps are now clearly identified. Self-evaluation is completed at staff meetings and through informal discussions with staff, parents and listening to children. This helps to continuously improve the service. There is a comprehensive action plan in place, which is continuously reviewed and amended. As a result, the playcentre is able to identify areas of weakness and implement effective plans for most areas of improvement.

Priority is given to the safety of children and the premises are kept secure and well-maintained at all times. All staff demonstrate a clear understanding of safeguarding procedures. Designated staff members attend regular training in this area, as do all other members of the team, to ensure their knowledge is up-to-date. This means children are protected well at all times. Written policies and procedures are in place and are shared with parents and carers. Staff implement well written risk assessments of all areas accessed by children. These are reviewed regularly and daily checks carried out prior to children attending. Staff ensure that children practise fire drills termly and that the evacuation procedure is renewed and any actions identified by other professionals are implemented. This ensures a safe environment for all children.

The playcentre has established strong links with other settings. Teachers visit to meet children prior to them going to school. All information in relation to care and learning is shared with them. This helps to ensure a smooth transition to school for older children. The manager and staff have very good links with other professionals involved with children with special educational needs and/or disabilities. Staff attend training courses, to enable them to meet children's specific needs, such as administering specialist medication correctly. This ensures good support and continuity of care and learning. All staff establish very good relationships with parents. They ensure that parents are treated with respect and that confidentiality is maintained at all times. Parents are encouraged to be actively involved with their children's learning in a variety of ways and to make suggestions to improve practice. For example, a noticeboard is situated where parents can place information about what their children enjoy doing at home. Parents are regularly invited to review their child's assessment records and share their comments. They also receive daily feedback, newsletters, receive electronic mail and complete questionnaires. Parental feedback demonstrates that staff listen to what parents have to say. They take on board their comments about what their children enjoy outside of the playcentre and what they

would like to see provided for them.

## 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>	956896
<b>Local authority</b>	Bradford
<b>Inspection number</b>	967533
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Holme Christian Care Centre Limited
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	01274 689306

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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  
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