

# Playdays 4 Kidz C.I.C

Grindon Young Peoples Centre, Grindon Lane, SUNDERLAND, Tyne & Wear, SR4 8HW

## Inspection date

12/06/2014

Previous inspection date

08/05/2012

## The quality and standards of the early years provision

**This inspection:**

2

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 2

## The quality and standards of the early years provision

### This provision is good

- Children are effectively safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensures that all staff are trained in safeguarding procedure and follow guidance effectively.
- Teaching is good. Staff plan a range of interesting activities and experiences based on children's interests. As a result, children are motivated and make good progress in their learning and development.
- The management and staff team have a strong commitment to continually developing and improving the setting to ensure that children receive the best quality of care.
- Partnerships with parents are very good. They are viewed as partners in learning and work closely with the staff in the setting to ensure that children's next steps in learning are accurate and are well supported at home.

### It is not yet outstanding because

- There is scope to further promote children's listening and attention skills during group activities.
- Sometimes, fiction and non-fiction books are not available for children to access independently outside.

## 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 took a tour of the setting and observed activities indoors and outdoors.
- The inspector took account of the views of parents and carers spoken to during the inspection.
- The inspector held discussions with the management and staff team throughout the inspection.
- The inspector viewed a sample of documentation, including evidence of suitability, qualifications of staff working with children, policies, children's records, observations and assessment files and risk assessments.

## Inspector

Julia Matthew

## Full report

### Information about the setting

Playdays 4 Kidz opened in 1994, re-registered in 2011 and is a Community Interest Company. It operates from self-contained rooms within Grindon Young Peoples Centre in Sunderland. It serves the immediate locality and also the surrounding area. The setting opens five days a week from 8am until 6pm for 48 weeks of the year. Children attend for a variety of sessions. There is an enclosed outdoor play area. There are currently 27 children in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities. There are currently seven members of staff, all of whom have an appropriate early years qualification at level 3 or above. The setting receives support from the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- enhance children's listening and attention skills by ensuring that all children are positioned so that they can be fully involved in group activities, such as interactive story time
- enhance the outdoor environment further by ensuring that children can always independently access a variety of fiction and non-fiction books, to promote literacy skills.

## Inspection judgements

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

Staff have a very good understanding of how children learn and develop. They recognise the importance of planning purposeful play activities to ensure that children develop the skills to be ready for school. Staff provide activities and experiences covering all areas of learning, both indoors and outdoors. There is a good balance of adult-led and child-initiated activities and children are encouraged to access a wide range of toys, equipment and resources independently. As a result, children are well supported, motivated and thoroughly enjoy the time they spend in the setting. For example, some children giggle with excitement as they enjoy the sensation of sitting and splashing in the outdoor water rill. Others access the water independently, transporting it in containers and using it to 'paint' walls and rocks with brushes and rollers. Staff support children as they play by helping them to extend their understanding through questioning and sustained shared thinking. As a result, children develop the ability to think for themselves and are confident at sharing their thoughts. A variety of interesting, colourful and interactive displays

decorate the walls and include photographs and children's work. These provide an added dimension to the provision and children enjoy looking at them to revisit experiences and to support their learning.

Teaching is good as children's interests are followed and extended. For example, the indoor forest role play area was developed because children showed an interest in the insects outside. Staff value children's utterances, encouraging them to engage in conversations to share their ideas as they play and explore the environment. Staff have a good understanding of how to support children with language acquisition and do this through narration and linking words and phrases to actions as children play. As a result, all children make good progress in language and communication. The outdoor area is well organised and used effectively for a variety of purposes, for example, permanent climbing structures challenge children physically, a seating area provides a space to eat and chat and a grassed area with mature trees is used effectively at story time. Children excitedly gather together by the tree, and interact well with a repetitive story aimed at developing speaking and listening skills. Staff skilfully use Makaton signing to ensure that all children are involved and contribute to the story session. However, some children, who are not seated close enough to the reader, lose track of the story and become distracted. Children with special educational needs and/or disabilities are well supported as staff work effectively with parents, external agencies and other professionals to ensure that their needs are met. Staff work in partnership with speech and language therapists and physiotherapists to develop the skills and knowledge they need to support children effectively.

Staff undertake regular and detailed written observations of children, which include links to areas of learning and show next steps for progression. Assessments are accurate and are regularly reviewed and used to track children's progress and highlight any gaps in learning. Staff have a good understanding of requirements of the progress check for children between the ages of two to three and report on children's development against the three prime areas of learning. Children have individual files, which include observations and assessments, pieces of work and photographs to evidence their learning journey. The files are always available for parents to access and they are encouraged to share information about their children's learning at home. Staff use termly progress meetings to update parents on children's learning and development and to jointly agree on their next steps. As a result, parents feel that they are partners in learning and children's needs are met.

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

Children and parents are warmly welcomed by staff as they arrive for their sessions and parents value the 'family feel' the setting has. The key person system works effectively. Children develop strong bonds with their key person, who show a very good understanding of the needs of the children in their key groups. Furthermore, all staff know all children very well and contribute to their care and development, observations and assessments. Children clearly enjoy spending time with the staff in the setting because they laugh, chat and look to them for acknowledgement, encouragement and comfort. Staff respond to children's changing needs effectively and spend time with parents on a

daily basis to share information and celebrate their children's achievements. As a result, children feel safe and secure in the setting and parents feel valued. The setting is well organised with a wide variety of interesting and inviting, developmentally appropriate resources, inside and outside, which children can access independently. Good quality fiction and non-fiction books are available in all areas of the indoor environment and children really enjoy using them in their play. However, this is not reflected in the outdoor environment, where children can spend prolonged periods of time. As a result, opportunities for children to independently access books to support early reading are not maximised. Staff promote healthy lifestyles effectively and a healthy eating policy reinforces their commitment to this. Parents provide healthy meals for their children and drinks are always available. Staff use snack and meal times to promote social skills and children respond well to this. Consequently, children are beginning to develop an understanding of how to make healthy choices.

Children are very well supported with transitions into the setting and on to school. Parents appreciate the time and effort staff take to welcome children into the setting when they start and the flexible options they are offered to ensure that their children make the move with ease. Parents are given access to high quality information about daily routines, policies and procedures. Staff develop a holistic picture of each child by collecting information from parents about their likes, dislikes, interests, care and development. They use this to plan interesting activities and experiences to help children settle quickly. Furthermore, staff work very closely with parents on strategies to support children if they find it difficult to settle at first. Staff work very hard to help prepare children for school by helping them to develop the skills they need. For example, letters and sound recognition, problem solving and independence. The setting has good relationships with local schools and they consider children's individual needs when developing plans to support them to move on. For example, children sometimes go on a series visits to their chosen school supported by a member of staff. Visiting school staff see children in a familiar environment and develop an understanding of their needs. As a result, children are well prepared and make the transition to school with confidence.

Staff are good role models, have high expectations of children and provide clear guidance and consistently reinforce appropriate behaviour. As a result, children behave well, have good manners and are considerate of one another. Staff praise children appropriately and children respond well, which supports self-esteem, self-confidence and a 'can do' attitude. Staff support children effectively to develop an understanding of how to keep themselves safe by allowing them to take some supervised risks in their play and talking to them about how to be safe as they move around the setting and use equipment and tools. Consequently, children are developing the ability to assess risk for themselves.

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

The management team and staff have developed a high quality setting which is welcoming, stimulating and safe for children. All staff have a good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well. For example, all staff have had suitability checks and are trained in safeguarding

and paediatric first aid. They fully understand their roles and responsibility in safeguarding children and the procedures to follow if they have concerns about a child. Staff are very vigilant and show a very good awareness of the signs and symptoms of abuse. The management team takes a lead on safeguarding and ensures that staff are involved in regular reviews of policies and procedures. Children are further protected with a robust system of risk assessments, which cover the setting and outings. Consequently, children are safe and secure in the setting. The management team are committed to continuous improvement and a detailed self-evaluation form sets out their vision and targets for development. Views of parents, staff and children are taken into consideration when planning for improvement and everyone helps with fundraising for development projects. For example, plans are in place to raise funds to provide an outdoor playhouse for children after they showed delight in playing inside the outdoor storage shed.

The management team and staff demonstrate an enthusiasm for their work; they clearly enjoy working in the setting and are keen to improve. Continuous professional development is planned for and based on the setting and individual needs. As a result, all staff feel a shared responsibility to provide the best environment for children and are constantly updating and improving their knowledge. The management team monitor educational programmes to ensure that they offer breadth, depth and challenge, and reflect needs, strength and interests of children. A new electronic tracking system highlights the progress of individuals and groups and gaps in learning, which are planned for. As a result, all children are making good progress towards the early learning goals.

Partnerships with parents are very good. They feel that they are listened to and their concerns are taken seriously. They talk about how comfortable they feel in the setting and say that the staff always have time to talk to them about their children. Termly progress meetings ensure that parents have an opportunity to be involved in planning next steps in learning for their children and they value this. Parents state that they are very happy with the care their children receive and the progress they are making. Furthermore, some parents have chosen to keep their children in the setting until reception age rather than moving them to a school nursery because they feel their children's needs are so well met. The management team and staff work effectively with other professionals. Staff value their input and take the opportunity to develop their knowledge and understanding through professional dialogue. The management team are aware of their responsibility to share information with external agencies and services, should they be involved with children in their care. As a result, children are assured of having their needs met through early interventions, if required.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY437889
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	874661
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Playdays 4 Kidz Community Interest Company
<b>Date of previous inspection</b>	08/05/2012
<b>Telephone number</b>	01915284092

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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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