

# Play-A-Way Activity Centre

26 Christmas Street, Gillingham, ME7 1TD

## Inspection date

Previous inspection date

18/06/2014

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 safeguarding matters and give high priority to children's safety.
- Staff have good relationships with parents and carers, helping to meet children's individual needs and promote continuity of care and learning.
- Staff use observations, assessment and children's interests well to plan for the next steps in their learning.
- Children form secure attachments with their key person and settle well into the nursery.
- Staff are deployed very well and provide good supervision so that children can have access to all areas of the nursery.

### It is not yet outstanding because

- Children do not always have a calm and engaging lunchtime that supports them to develop their learning.
- Staff miss some opportunities to encourage children to explore shapes and numbers in daily routines, to enhance their learning about mathematics.

## 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 interactions with them, inside and outdoors.
- The inspector took account of the views of those parents and carers spoken to on the day.
- The inspector sampled some documentation, including children's records.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the managers about the nursery and how they plan to move it forward.

**Inspector**  
Sara Garrity

## Full report

### Information about the setting

Play-A-Way Activity Centre was originally registered in 2001. It re-registered in 2013, and is one of two settings owned by Play-A-Way Partnership. The nursery operates from a former church building in Gillingham, Kent. Children have access to three rooms and a secure outdoor play space. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 7am to 6pm each weekday for 51 weeks of the year. It also provides a breakfast club and after school club for children aged up to 11 years. There are currently 75 children on roll. The nursery is in receipt of funding for the provision of free early education for two-, three- and four year-old children. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. It receives support from the local authority setting improvement partner.

The nursery employs 17 members of staff, of whom two hold Honours degrees in early years studies and one has achieved Early Years Professional Status. Some staff hold relevant early years qualifications at level 2 or above, while others are working towards a qualification.

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

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

- develop further strategies for using everyday occurrences to enhance children's mathematical development, for example with regard to exploration of shape
- review the procedure and practice at lunchtime to ensure that it is a positive learning experience for all children.

## Inspection judgements

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

The nursery environment offers children a wide range of resources to support their learning needs. The children attend for a variety of sessions each week. They come into nursery eager to see staff and friends, and therefore settle quickly. The children demonstrate they are confident in their environment, as they immediately explore and engage in the activities offered. The staff set out the rooms to enable the children to move freely between activities. They provide the babies with appropriate equipment to develop their physical skills as they pull themselves up ready to practise walking. Older children develop their independence as they choose resources from low-level shelving units.

The staff have a good understanding of the seven areas of learning and provide activities that reflect the children's interests and stage of development. They extend the children's learning by providing them with a variety of tools to roll out and cut the playdough to make cakes. They also talk to the children about what they are doing and reinforce words with actions. The children chatter with friends and share resources as they pretend to cook. Consequently, children are learning to take turns and listen to instructions, as well as play cooperatively with others.

The staff encourage the children to join in singing nursery rhymes; they particularly enjoy the action rhymes, for example 'Head, shoulders, knees and toes', which they enthusiastically join in with, developing an awareness of their own body. Staff support the children to develop their early writing skills as they use cornflour and water to draw and make marks. The visual signs around the room further support the children's literacy. Staff engage the children in sound games to develop their speech and language. They also make good use of naturally occurring events and spend time talking with the children about the beetle they have found in the garden. This experience helps extend the children's awareness of the world around them. The staff engage the children in number sequencing activities; however some staff occasionally miss opportunities to encourage children to learn about shapes and other mathematical concepts during daily routines. The nursery provides the children with a good balance of adult-led and child-initiated activities. This enables all staff to help children gain the skills they need for their future learning and school readiness. The children are eager to participate and are motivated to learn as a result of having stimulating and challenging opportunities.

Staff gather information about children's starting points in order to identify the next steps in their learning. They use the observations and their in-depth knowledge of their key children to plan interesting and stimulating activities to support the children's learning. Staff regularly review planning to ensure it is meeting the needs of all children. They carry out progress checks for children at age two, working with parents and other professionals to ensure they make an informed assessment of the children's stage of development. The children's progress records clearly show that children are making good progress in all areas of learning.

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

All children are eager to come into nursery and explore the safe and friendly environment. The children are developing close relationships with all staff, particularly their key person; this helps to ensure that staff meet children's emotional needs well. Parents are asked to stay for play sessions when their children start at the nursery. The established key person system in place is effective at helping children experience a smooth transition from home to nursery and as a result, new children quickly settle. The children respond well to staff, who are polite and use good manners when talking to each other and the children. This means that children communicate positively and share well with one another. Children's well-being is cared for through effective provision for their personal, social and emotional development. For example, staff praise the children's achievements and encourage them

to keep trying.

Staff deploy themselves effectively as the children move between the inside and outside play areas. They provide a safe environment for children, which is underpinned by regular health and safety checks and good daily supervision. As a result, children are confident to explore and follow their own interests with the knowledge that there will always be an adult available nearby. The children enjoy taking risks as they see how tall they can build the tower before it falls. Consequently, they demonstrate that they feel safe and secure in the nursery.

Staff work closely with parents to ensure they meet the children's needs and to provide continuity of care. They change nappies regularly and follow clear procedures to minimise the risk of cross-contamination. Care practices are good as children learn about effective hygiene routines. Older children use the toilet independently and remind each other to wash their hands to get rid of the germs. Staff provide the children with a snack bar, where they choose when and what they would like to eat from a healthy selection. They support the children to get a plate and cup, as well as to serve themselves using tongs. The children concentrate closely as they move the cheese and fruit onto their plates. Children have access to water in all rooms throughout the day. Lunchtime is a calm and relaxing occasion in the baby room. Staff sit with babies to engage them in conversation, as well as to encourage them to feed themselves. The toddlers and pre-school children sit together in a large social group. Staff help the children; however this is a very busy time and not always a positive experience for all children. This is because staff do not always fully interact with the children and miss some opportunities to extend their learning.

Staff provide the children with frequent opportunities to learn about a healthy lifestyle. They offer the children daily opportunities for exercise outside in the fresh air. The children use the large equipment to climb and develop their muscles; they balance on beams and tyres, as well as roll balls down the plastic guttering to develop their hand and eye co-ordination. All children are excited to join in the football activity, which develops their listening and attention skills alongside their physical development. The children are very proud to show off their medals as staff praise them for their efforts; this promotes their self-confidence and self-esteem.

Staff have developed strong links with the teachers, to support children going through to school. The manager visits the schools and is putting together photograph books to help familiarise the children and prepare them for the move. All children, including those who are receiving support from specialist services, enjoy being at nursery and show trust in staff who successfully enhance their confidence and their progress.

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

The managers demonstrate a clear commitment to improving outcomes for all children. There are effective arrangements in place to implement the requirements of the Early Years Foundation Stage. The managers, with the support of the staff, review and adapt

the environment as part of their self-evaluation. Regular monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. This means that children receive good support and enjoy interesting and varied activities. The staff put in place individual plans to support those children with special educational needs and/or disabilities, and those learning English as an additional language. The managers regularly review these plans to ensure all children are achieving well. The managers and staff work well together as a team, creating a safe and welcoming environment. As a result, children are motivated to learn and are making good progress.

The managers implement robust recruitment procedures to check all staff working with children are suitable and have the required qualifications and skills. The managers have a good understanding of how to monitor staff performance; they have induction processes in place and new staff have the support of a mentor to guide and support them. The managers carry out one-to-one supervision meetings, as well as annual appraisals. They support the staff with their professional development, encouraging them to improve their skills by undertaking leadership and management qualifications. The managers also carry out regular performance observations on all the staff to help them improve their practice. These also identify aspects of quality teaching, which are modelled to other staff. The managers encourage the staff to attend external and in-house training. They have recently put on safeguarding training for all staff within the nursery. Staff understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. The managers have a good understanding of their role in keeping children safe at all times and have undertaken the required safeguarding training. Staff carry out daily risk assessments, and accident books are regularly reviewed to help safeguard children's welfare. Fire drills are frequently practised to ensure the safe evacuation of staff and children. The managers are committed to ensuring the safety and welfare of children while they are in their care.

The staff work hard to develop positive relationships with parents. The nursery has a clear process in place to support children to settle, as well as when they move on through the nursery. The key person works closely with parents to gather information, to make sure they have a good understanding of the children's individual care routines. Parents are enthusiastic about the nursery and describe staff as very approachable; they appreciate the support they have received from the nursery. The strong links the nursery has developed with other professionals and the local schools help ensure the continuity of children's learning and care.

### **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

<b>Unique reference number</b>	EY472433
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	949617
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Play-A-Way Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01634 280167

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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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