

Playden

Maplewood School, Faulkner Way, Downley, HIGH WYCOMBE, Buckinghamshire, HP13 5HB

Inspection date

Previous inspection date

28/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is inspiring. Staff successfully support children's play, offering them rich opportunities to broaden their skills and abilities. As a result children do very well within this play based provision.
- Engagements with parents are very strong. Parents are seen as full partners in their child's education and valuable information exchanged successfully helps children learn and enjoy their experiences at the provision.
- Children make significant progress in building confidence and self esteem within this provision.

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 undertaken by the children and staff.
- The inspector discussed practice with staff and the manager.
- The inspector sampled documents in relation to children's learning and development, safeguarding, and those relating to training, support and skills.
- The inspector took account of parent's views through interviews.
- The inspector took account of the provisions self evaluation document.

Inspector

Carolyn Hasler

Full report

Information about the setting

Playden opened in 2005 and re-registered at new premises in 2014. It operates from Maplewood School situated in High Wycombe, Buckinghamshire. Children have access to various rooms to play in, including the main hall, the nursery, a sensory and soft play room. In addition there is a secure and enclosed outdoor play area. Playden is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Playden is open Saturdays for 48 weeks of the year, only closing for bank holiday weekends. It is open from 9am until 12.30pm and from 1.30pm until 5pm. Some children can attend for a full day. Some children who attend the setting have complex needs including special educational needs and/or disabilities. Playden provides disabled access throughout. Children attend for a variety of sessions and come from the local area. The setting employs eleven staff of which nine hold early years qualifications. The manager holds a degree in Early Years and one member of staff has Qualified Teacher Status. Another member of staff is working towards a degree. Playden is further supported by volunteers. The setting receives support from the Local Authority and its registering organisation Action for Children. They use 'Teach Practice' for Autistic Spectrum Disorder as an educational philosophy.

What the setting needs to do to improve further

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

- further encourage and develop links with children's schools to ensure information is shared which broadens children's experiences within the provision.

Inspection judgements

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

This Saturday club provides outstanding care, meeting children's learning needs through play. Sessions begin and end in a circle time where children sing greetings and farewell songs to each other. Staff explain the exciting activities provided. They share news and achievements. All the children take home stickers for their hard work and commitment to the group. At these times children share their views on what activities they liked best through the picture timetable. Staff are friendly and sensitive towards children's needs, they are respectful of children's feelings and choices. They plan according to their knowledge of children's interests and provide a range of exciting challenges within activities. Staff provide one-to-one support, encouraging children to initiate play. Staff commitment to seeing children as individuals with choices significantly helps children build a sense of self importance and feel special. Staff are exceptionally well skilled in communicating with children. Their ongoing commentary provides a reflection of children's actions, descriptive and positional language or directive references. In addition, staff use

signing and picture aids. Members of staff are extremely well focused on observing children's reactions to ascertain their pleasure and understanding within play situations. They respond accordingly, changing direction to follow when children lose interest and change their focus. These steps are highly effective in helping children feel listened to, and helps them communicate their thoughts and feelings. It also engages children's enthusiasm for learning.

The environment enables children to move between sensory rooms, outside spaces and several large play areas. The outside play area offers different areas which have boundaries enabling children to play safely. Children are able to bounce safely off soft walls and be physically active in soft play areas. They are able to access large construction pieces gaining strength and hand/eye coordination through building towers. Climbing structures enable children to develop body awareness and balance. Hand/eye coordination and spatial awareness is further challenged when working on simple peg puzzles. Staff are sharply focused on helping children make significant gains and all elements of play build on children's current skills. Given their starting points, children are helped to acquire physical, personal, social and emotional, and communication and language skills. This provision compliments other services children receive and takes steps to significantly close the gap between different groups of children.

Staff are extremely well motivated within this play provision. They are sharply focused on children and highly successful in providing outstanding levels of support within their play. Their engagements with children though focused on play, provide strong teaching elements. This compliments learning which takes place within children's primary learning establishments. Engagements with parents are highly successful. Staff collect detailed information about children's development to establish starting points, and parents are seen as partners in promoting children's learning. Information about the curriculum is posted at the entrance alongside photographic evidence of children engaged and enjoying learning through play. Observations and photographic evidence give staff a very good understanding of children's current developmental stage and skills. End of session discussions between staff enable focused and specific planning for individual children to take place for future sessions. The Saturday club provides parents with helpful ideas to support children's interests and further their skills during home learning.

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

The provision is outstanding in supporting children's emotional well-being. Staff are highly skilled in helping children build trusting relationships with the staff around them. This is particularly important as children rely heavily on staff to support them through personal and intimate care tasks. Staff are intuitive towards children's emotional well-being and highly skilled in managing a range of challenging behaviours. They demonstrate to children positive images of how to behave. Staff show patience and sensitivity towards distressed children, giving them time and space to recover and return to play. They are particularly skilled in using humour to aid children's recovery. The routines and impressive communication systems help children understand what is coming next. It aids them adjusting to the change of focus. Group time activities such as obstacle course games

provide opportunities for children to show others what they can do. It encourages them to show appreciation for each other and builds their confidence and self-esteem. These significant steps help children gain an understanding that they are individuals and to respect the difference of others.

Staff have an excellent understanding of safeguarding issues. They are able to talk confidently about child protection and how they would record and report their concerns. They are highly knowledgeable of policies and procedures including whistle blowing, the use of mobile phones and cameras within the setting. They understand the importance of maintaining parents and children's privacy, particularly within social networking sites. The premises is secure and risk assessed to eliminate hazards. Staffing levels are high to enable staff to monitor children's safe play. There are lots of opportunities for one-to-one time for each child. Staff promote safe play by encouraging children to listen and explain to them what might happen. They are vigilant to behaviours which endanger children and monitor behaviour carefully. Sensory and soft play rooms enable children to let go of strong emotions safely. Staff's skilful interpretation of non-verbal communications help them support children's emotional well-being.

The environment is planned so that it does not overwhelm children with too much stimulus, which can be upsetting and confusing for some. Staff are particularly skilful in helping children develop an awareness of healthy lifestyles. In particular they encourage fun activities such as making fruit kebabs and provide snacks of fruit, vegetables and bread sticks with drinks of water. Outside play is particularly active. Staff are aware of those children who are non verbal and find it particularly hard to communicate with others. They help them play in social situations. Staff are well prepared for medical emergencies and individual health plans are in place for those children who require one. Medication is stored safely and most members of staff are paediatric first aid trained. Overall, the provision enables children to get to know different adults and children to those that they meet in their school lives. This broadens their experience of others and enables them to adjust to different environments and people more easily.

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

The provision has an outstanding leadership and management team. The manager is exceptionally well organised. This enables her to safely recruit a highly skilled and effective staff team who are inspirational and eager to provide an exceptional provision for children. Although this is a play based fun club, staff are exceptionally well prepared and provide highly impressive skills in teaching. They play a large role in planning according to their knowledge of individual children, their interests and skill base. The manager monitors the quality of observational assessments. This ensures parents are provided with specific and accurate information in relation to their children's welfare, care and development. The leadership and management team have an exceptionally good knowledge of the Early Years Foundation Stage. They ensure staff work effectively within the boundaries set out in the requirements. Regular e-mails, team and planning meetings help to ensure all staff understand their roles and responsibilities. These times are often used to refresh

knowledge and skills.

The manager regularly observes the practice of her staff team. She acknowledges their strengths and supports them as they develop. Regular supervision and annual appraisals enable staff to reflect on practice and identify where training is needed. Feedback is highly motivating for staff and encourages sharply focused thinking. Some staff are working towards higher early years qualifications. Staff at the provision are highly effective in their self evaluation. Through visual aids children are asked to identify the activities they enjoyed best during the sessions. Staff and parents views are also sought often through e-mails or questionnaires. The manager is skilled in analysing information received and sets very high standards which staff aspire to achieve.

Parents feel welcomed and gratefully value the support provided by the provision. They are acknowledged partners in helping children move forward in their development. The provision has strong links with out of hour's services, speech and language units and other health linked professionals. They are more than willing to support other early year's provisions who work with their children. Often on the request of parents or other professionals, they provide additional evidence to support assessment reports. However, they are less successful in engaging other early year's practitioners in helpful conversations to broaden their understanding of children. This is mainly due to the lack of cross over times between services.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY474795
Local authority	Buckinghamshire
Inspection number	950520
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	15
Number of children on roll	2
Name of provider	Action for Children
Date of previous inspection	not applicable
Telephone number	01494 713994

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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.

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.

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