

Playsafe Limited

South Gosforth First School, Alnmouth Drive, NEWCASTLE UPON TYNE, NE3 1YF

Inspection date	11/07/2014
Previous inspection date	20/01/2009

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

- Staff have a good knowledge of how to complement children's learning as they plan to meet their individual needs and interests. As a result, children make good progress in all areas of their learning and development.
- Children are engaged and motivated in their play as staff provide them with a variety of fun and enjoyable activities.
- Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Detailed policies and procedures are implemented, which ensures a safe and secure environment for children.
- Children's behaviour is very good and they understand the expectations of the setting. This is because staff are positive role models as they reinforce appropriate behaviour and provide clear guidance.

It is not yet outstanding because

- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.

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 viewed all areas of the setting accessed by children.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Playsafe Limited was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within South Gosforth First School in Newcastle upon Tyne. It is managed by a limited company. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area and school field. The setting employs seven members of childcare staff. They all hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 8am until 9am and 3.15pm until 6pm, during school term time. Children attend for a variety of sessions. There are currently 102 children on roll, 22 of whom are in the early years age group. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

Staff demonstrate a secure knowledge and understanding of how to promote the children's learning and development. They provide the children with a good variety of fun and enjoyable activities across all seven areas of learning. As a result, children are engaged, motivated and show concentration throughout their play. For example, children are eager to get involved in activities in the outdoor area, such as taking part in group games, making marks as they draw pictures and using their imagination as they play with the small world figures in the castle. Children are continually asked what they would like to do throughout the session to make sure their views and opinions are valued. This ensures children feel respected and appreciated. The quality of teaching is good as staff follow children's individual interests and needs, to develop future planning and support their next steps in learning. Consequently, children make good progress overall in their learning and development from their starting points. Staff complete regular observations and assessments on children, which recognise their achievements and track their progress. Parents are kept well informed about the children's learning and development as verbal discussions with staff take place on a daily basis. Staff have established effective links with the primary school where the setting is located. They share relevant information with teachers to ensure children's learning can be complemented. Therefore, children are provided with a consistent and cohesive approach.

The setting has a good range of accessible resources, which enables children to make

independent choices within their play. Children are extremely comfortable and familiar with the daily routine as they take part in registration time at the start of the session. Communication and language development is supported effectively as staff interact well with children and engage in constant discussion throughout their activities. This ensures children are becoming confident communicators with staff and their peers. Staff encourage children to recognise and manage their own personal needs by providing times to be restful and active. For example, a play tent is set up in the outdoor area, which children can use for quiet activities. Children thoroughly enjoy taking part in role-play activities where they pretend to serve sandwiches to customers in the shop. This activity leads to a conversation with a staff member about making healthy food choices for sandwich fillings and recognising that brown bread is healthier than white bread. This successfully promotes children's understanding of healthy eating.

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

Children are clearly happy, settled and content within the setting. They form secure attachments and develop positive relationships with each other and staff. This effectively promotes their emotional well-being. Staff provide children with a warm, friendly and welcoming environment, which creates a homely atmosphere to support children's all round development. Staff recognise the individual care needs of children and offer support and reassurance when required. Transitions into the setting are promoted well as staff work closely with parents to share relevant information about the children. Children are extremely familiar with staff as the majority of them also work within the primary school, where the setting is located. Parents spoken to at the time of inspection comment that their children are happy and love attending the setting, which means they often do not want to leave at the end of the session.

Staff encourage children to be independent throughout their activities by accessing their own resources, initiating their own play and washing their hands. However, there is scope to improve the opportunities at snack time for children's independence skills to be further promoted by allowing them to serve their own food and pour their own drinks. Children learn about health and well-being through good hygiene practices and are reminded by staff to manage their own personal needs. A range of balanced and nutritious snacks is provided for children to ensure they gain an understanding of a healthy diet and lifestyle. Staff talk to children about the importance of healthy eating and involve them in suggestions for their daily snacks. Daily outdoor activities ensure children are supported in their physical development and coordination skills. Children show a good understanding of exercise and keeping fit, as they have been involved in creating a wall display about different types of sports.

Children's behaviour is very good, as they understand the boundaries and expectations within the setting because staff act as positive role models. They reinforce appropriate behaviour and provide clear guidance and explanations to children. Staff use a calm and consistent approach to effectively manage children's behaviour. Children's self-confidence and self-esteem is successfully promoted as staff use regular praise and encouragement throughout their activities. As a result, children play well together as they are kind,

considerate and respectful to each other. They demonstrate good manners, share and take turns during their play. Staff talk to children about the importance of safety as they teach them about stranger danger and encourage them to negotiate space as they play outside. This ensures children develop an understanding of risk and learn how to keep themselves and others safe.

Mathematics is supported well in the setting as children have access to games, puzzles and construction materials to support their knowledge of shape, size and numbers. Staff encourage children to develop their problem solving and critical thinking skills throughout their play. For example, children recognise they can use a windbreaker when they have no net for a game of volleyball. There are good opportunities for children to develop their physical skills as they have access to a selection of open-ended resources in the outdoor area, including climbing and balancing equipment. Children show enthusiasm and excitement as they play outside, which enables them to be active and take appropriate risks. As a result, children are supported well to acquire the skills needed for the next stage in their learning.

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

The manager and staff demonstrate a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This ensures children are effectively safeguarded within the setting. All staff have attended relevant training and are fully aware of their responsibilities to protect the welfare of children. Detailed policies and procedures are implemented to ensure a safe and secure environment for children. This is further enhanced by the completion of written risk assessments for the indoor and outdoor environment to ensure they are free from hazards. There are clear recruitment and vetting procedures in place, which ensure staff are suitable for their role. This maintains the safety and well-being of children.

Staff work together to monitor and evaluate the educational programmes for the children to ensure that all areas of learning are appropriately covered throughout their activities. Performance management systems are in place and staff are well supported through regular appraisals and meetings. Self-evaluation is used and the setting demonstrates a good capacity to continuous improvement as the recommendations from the last inspection have been implemented and addressed. For example, children are now provided with a range of opportunities and resources to raise their awareness of diversity.

There are good relationships with parents as they work together with staff to meet the individual requirements of children. Parents are involved within the setting as they receive daily communication and regular questionnaires to share their views and opinions. Parents are extremely complimentary and make comments, such as 'staff are brilliant and offer a fantastic service' and 'children take part in lots of fun activities within a family atmosphere'. The setting works closely with other professionals and the primary school to ensure children are further supported in their learning and development. This ensures children's needs are fully met.

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	EY384328
Local authority	Newcastle
Inspection number	858867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	102
Name of provider	Playsafe Limited
Date of previous inspection	20/01/2009
Telephone number	07517258818

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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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