

# Pin Green Play Centre

Webb Rise, STEVENAGE, Hertfordshire, SG1 5QU

## Inspection date

12/08/2014

Previous inspection date

29/07/2010

## 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 are very effective in providing rich learning opportunities through playful effective teaching and by following children's interests in the extensive and challenging outdoor area.
- Effective arrangements ensure children are safeguarded are in place, as staff are knowledgeable and highly trained in child protection procedures.
- Staff promote effective relationships with parents, which enable them to exchange information to meet children's individual needs well.
- The management team and staff are eager to improve the play centre to make it the best it can be. They use inventive methods to extend the participation of the children and adults in the evaluation process.

### It is not yet outstanding because

- Staff do not always develop ways for children to use numbers and see numerical labels around the site, to develop their interest in early numeracy when playing sport or using the large play equipment.
- Staff do not always fully provide opportunities for all children to hear rhymes and stories in other languages, in order to fully recognise and value all languages spoken by children and their families.

## 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 walked around the premises and grounds accompanied by the play centre manager.
- The inspector observed activities in the play centre building, on the play structures outside and talked with staff and children.
- The inspector carried out a joint observation with the manager and held discussions with the manager and play service officer.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector spoke to some parents and childminders attending with younger children.

## Inspector

Sheila Harrison

## Full report

### Information about the setting

The Pin Green Play Centre registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated at the play/community centre in Hampson Park, Stevenage and is managed by Stevenage Borough Council. The play centre serves the local area and is accessible to all children. It operates from the play centre building and has use of an office, kitchen, toilet facilities and an enclosed outdoor play area. The play centre employs eight members of childcare staff. Of these, six hold appropriate early years and playwork qualifications at level 3 and above, including two members of staff with appropriate early years and playwork degrees. The play centre is an open access scheme for children aged five to 14 years. Children may attend and leave as they wish. There are currently 52 children on roll who are in the early years age group. Children under the age of five may attend providing an adult accompanies them. The play centre is open during all school holidays, except between Christmas and New Year, on Monday to Friday, from 9am to 12.30pm and from 1.30pm to 5pm. It is also open during term times on Tuesday to Friday, from 3.30pm to 6pm and on Saturday, from 10am to 12.30pm and from 1.30pm to 4.30pm.

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

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

- extend opportunities for children to see and use numbers in their play, to enhance children's interest in early numeracy when they are playing sport or using the outdoor environment
- enhance opportunities for children to use other languages they speak at home during their play, to increase other children's awareness, so they recognise and value the differing languages spoken in the wider world even further.

## Inspection judgements

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

The setting operates an open access principle meaning that children are free to come and go as they please. Staff effectively support all children to enjoy their time at the play centre and encourage them to learn what they can do for themselves. Staff have a very good knowledge and understanding of how to complement children's learning at school and help children to make good progress. Staff frequently observe and assess children's abilities and ensure there are rich and varied experiences that are interesting and challenging. The exciting outdoor area gives enhanced opportunities for physical activity and children are free to explore the natural surroundings, including areas of woodland. Children show good control, moving confidently and safely negotiating the space on the

large play structures. There is a great deal of fun as children move from a platform to a swing and land in the soft play surface below. Older children show younger children how to manage the swing and follow the safety rules.

Teaching is good as staff are well informed of the playwork principles and they support children to follow and explore their ideas. They support children's communication and language skills effectively by listening carefully to what children say and by asking appropriate open-ended questions. As a result, children's communication skills are supported well and children's enthusiasm and motivation to learn is ignited. Staff devise the activity programmes from ideas children share and recognise that their role is to facilitate child-led and child-initiated activities. Staff identify and build on children's interests to encourage independence and social interactions. Following children's interest in den-making, staff provide a range of different materials, such as fabric, string and sticks to help children develop their imaginative play and begin to learn new skills, such as making hammocks. This further supports children's communication and critical thinking skills. It helps to motivate children to take part in new experiences and to learn through trial and error. Staff tailor planned activities to help children enjoy the wide range of cookery, art and craft activities. This ensures that activities are purposeful and developmentally appropriate.

Children freely choose from the wide range of equipment and activities indoors and outside. There are many opportunities for children to make signs and lists in the role-play cafe and they make marks on the chalkboards and in the large sandpit, giving children an interest in early literacy. However, there are fewer ways for children to use and understand numbers in the playground to help them see how numbers and labels can be useful and provide information. For example, children do not have access to ways of recording the numbers of goals during a game of football in order support their emerging skills in mathematics. Parents are well informed of the play opportunities at the play centre. Parents are very welcome to stay with their children at the play centre and staff encourage them to be involved in their children's play. This helps further children's learning at home.

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

Staff are warm, friendly and help all children to feel included. Children are fully engaged in the activities on offer and are active participants in the play centre. They grow in confidence as staff value and support their ideas. Children are happy as they confidently and eagerly move around the play centre, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively. Staff ensure children know which member of staff is their key person and they quickly get to know children that attend regularly very well. This helps children settle quickly. Parents or carers of children aged under five years are required to stay with their children and take responsibility for supervising their play. This helps children to be ready for the transition to open access facility when they reach five. Staff report that children are eager to register and stay without their parents as soon as they reach five years old as they feel confident and secure in their surroundings.

Staff are good role models and children display their trust in them by confidently asking for help and support when disputes between friends take place. Staff listen carefully to children and help them to negotiate solutions for themselves. They encourage children to voice clearly their needs to their friends. Staff give clear explanations as to why challenging behaviour is inappropriate and any unwanted behaviour is calmly dealt with. Staff praise and encourage children's positive actions. All of this means children are developing a good sense of social responsibility and a sense of self-worth. All families are made welcome within the setting and staff encourages an awareness of the cultures of the children attending through the play programme. Many children speak English as an additional language, however, there are fewer chances for them or other children to hear stories and rhymes in the other languages, to fully recognise and value the languages of all families and the wider world.

Children have many valuable opportunities to learn about healthy living. Children enjoy the weekly cookery sessions that include savoury dishes as well as sweet dishes. This helps children to learn about healthy eating. Children are exercising vigorously in the team games and when playing on the challenging play equipment. This sets up good habits for their future health. Staff effectively teach children to keep themselves safe and to be aware of risks without making them feel fearful. They offer exciting play equipment that requires care to use. Children learn about potential hazards and encounter some uncertainty while learning how to predict cause and effect. They have great fun using large plastic tubs to whizz down the wooden slide. Children learn to follow the safety rules and older children help younger ones to understand the instructions. Staff acknowledge each child is different and this ensures that children do not undertake activities that they feel are beyond them. This helps children to develop their potential through valuable play experiences.

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

The play centre is led by a highly enthusiastic team including the play service officer, manager and staff team who are fully committed to providing high-quality care and education for children. Staff are well qualified and this has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Recruitment procedures are robust and all staff undertake checks to ensure they are safe and suitable to work with children before commencing employment. All staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. Staff are vigilant about the security of the premises and require all visitors to sign in and wear a badge. They supervise children appropriately, for example, children in the Early Years Foundation wear wristbands to alert staff to challenge them if they choose to leave the premises. Staff carry out daily safety checks to ensure areas the children use are safe. This enables children to explore safely and freely. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information

with parents. As a result, children are kept safe whilst at the play centre.

Staff are committed to providing high-quality care and education for children. All staff show a clear understanding of the learning and development requirements, and strive to deliver an effective and enjoyable learning experience for children. Staff are very well deployed, ensuring that children are well supported in their play and learning. All staff are given good support and encouragement to develop their professional knowledge through training. Staff report that the training they receive through a local school helps them manage positively the behaviour of children in the play centre. This enables an effective and consistent standard of care and learning. Staff can describe appropriate activities to include those children with special educational needs and/or disabilities, should the need arise and can demonstrate how they work with parents and other professionals. This means children's welfare is very well supported.

The manager and staff are determined to continually raise standards. They frequently ask parents for their views. Children are heavily involved in the evaluation of the play centre. Staff develop inventive and visual ways of gaining children's views. Children add coloured water in measured doses to a display that shows which activities they enjoy. Children also choose words that best describe their thoughts on their experience. They take part in a children's forum called the 'Children's play association' and they give their ideas, add to the planning and raise funds for new equipment. This informs the play centre's self-evaluation process and makes a strong contribution to meeting children's all round needs.

Parents and children fully understand the open access nature of the play centre including the ethos that children cannot be confined to the play centre or its grounds or prevented from coming or going as they choose. The play centre works in close partnership with parents and the local schools. Staff visit schools to raise awareness of the play principles with mid-day supervisory staff and in this process, a two-way flow of information develops. This helps to effectively support children attending the centre. Parents and carers express a high regard for the service provided, as well as the friendliness and approachability of the staff. This all helps to contribute in supporting children's overall learning and welfare.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	146464
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874908
<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>	200
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Stevenage Borough Council
<b>Date of previous inspection</b>	29/07/2010
<b>Telephone number</b>	01438 726749

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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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