

Lion Farm Playcentre

2 Arley Close, Oldbury, West Midlands, B69 1EA

Inspection date	04/09/2014
Previous inspection date	30/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children and their key persons are forming close attachments and staff are suitable role models, which promotes children's positive behaviour.
- Staff support children to freely explore and investigate from a wide range of stimulating resources stored within their easy reach in the playrooms.
- The key persons use a range of developmentally appropriate teaching strategies to encourage children's communication development.
- Children are safeguarded as staff follow clear child protection procedures.

It is not yet good because

- The provider does not thoroughly check to ensure that each staff members qualifications are full and relevant, particularly the staff in the playgroup.
- Arrangements for liaising with parents regarding the progress check for children between the ages of two- and three-years, are not carefully timed to coincide with the child's health and development check.
- The manager is not always fully aware of all new guidance in order to support and enhance practice and promote children's achievement.

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 in the playgroup and out of school club; and viewed the outside learning environment.
- The inspector conducted a joint observation with the leader.
- The inspector held meetings with the leader and the deputy general manager of Sandwell Adventure Play Association.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

Lion Farm Playcentre opened in 1993 and is one of eight childcare provisions managed by Sandwell Adventure Play Association, which is a non-profit making registered charity. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey building on the Lion Farm Estate in Oldbury, West Midlands. There is level access to the ground floor but no lift to the first floor. Children have access to an enclosed outdoor play area and have the use of the adjacent fields. The centre serves the immediate locality and also the surrounding areas. The centre provides three services, a pre-school playgroup, an out of school club and an open access play centre. The pre-school playgroup operates from 12.30pm to 3pm Monday to Friday term time only. The out of school club operates from 2.30pm to 6pm, Monday to Friday, during term time and from 8am to 6pm during school holidays. The open-access provision for older children operates from 3.15pm to 6.15pm, Monday to Friday, during term time and from 12noon to 3pm during school holidays. There are currently 39 children attending, 12 of whom are in the early years age group. Children attend for a variety of sessions. There are currently three staff working directly with the children. Of these, one holds an appropriate early years qualifications at level 3 and two hold level 3 qualifications in Playwork. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- demonstrate that all staff who are counted in the specified Early Years Foundation Stage ratios, hold a full and relevant qualification, particularly staff working in the playgroup
- improve arrangements for liaising and agreeing with parents the most useful time to provide a written summary, of the progress check for children between the ages of two and three years of age, so that this is provided in time to inform a child's health and development review.

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

- Demonstrate a well-documented drive to promote the highest levels of achievement for all children, by reflecting on new guidance in order to support and enhance practice.

Inspection judgements

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

The staff work closely together to provide an interesting educational programme that covers the seven areas of learning. The playrooms are very welcoming and children benefit from accessing a bright, colourful and stimulating environment. Children are supported to develop their independence as they easily access all resources by choice. There is an effective system in place for assessing children's development. This includes a baseline assessment on admission to the setting and regular progress summaries which are shared with parents. This information is used successfully by staff to assess the progress children make and to identify their learning priorities. This ensures children develop the basic skills ready for school. The staff complete a satisfactory progress check for children between the ages of two and three years of age. However, staff are not aware that they must liaise and agree with parents the most appropriate timing for this, so that it is available for parents to share this information with health visitors, during their child's health and development review at age two. Consequently, parents are unable to share any targets that have been raised by staff to develop the child's learning, or enable any early intervention where needed.

Staff offer a balance of adult-guided and child-initiated experiences. Consequently, children are making suitable progress within the Early Years Foundation Stage. The staff plan activities that encompass children's individual interests, and incorporates their next steps in their learning. For example, the key person reads a large floor book with three of her key children. She sits on the floor close to the children maintaining eye contact, showing her level of interest in the activity. The key person uses a range of developmentally appropriate teaching strategies to encourage communication development. She uses commentary to describe what they can see in the book, helping children to understand and develop their vocabulary, supporting children's next steps in their learning. With the younger children she models animal sounds, which are easy for children to make and is a fun way to help a young child start talking. Each child is praised for their attempts, developing their self-confidence. The key person weaves in mathematics as she models counting the teddies in the book, and encourages the children to count and recognise numbers. Children have access to early writing resources, where they learn to make connections between their movements and the marks they make, promoting their physical and literacy development. Children experience open-ended resources and benefit from activities which have no adult-defined learning objective, such as the sand. Sand offers children the opportunity to explore their sense of touch and discover the texture of sand, and manipulate objects as they fill the plastic containers. Children's understanding of technology is developing as they play with programmable toys that play tunes, when they press different buttons. Children in the out of school club use the gaming console to guide them as they vigorously and excitedly dance, and learn new combinations of movement. The setting takes children on a range of outings, which supports their current and ever-changing interests and fosters all areas of their learning. This includes visits to the library and local country parks where children learn about aspects of their familiar world and about animals and plants promoting their understanding of the world. As a result, children display characteristics of effective

learning throughout the day.

The staff discuss children's learning with parents every day and children's assessment folders are regularly shared. This keeps them informed of their child's progress and informs them of the sort of things their child is doing, and how they can support their child's learning at home. Additionally, the playgroup have worked in conjunction with the children centre and have introduced a story sack lending scheme, to support children's learning at home. Parents are well informed about how the Early Years Foundation Stage is delivered in the setting, as each child's communication book includes a detailed overview of the learning and development requirements and how children learn.

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

Staff recognise the importance of children feeling secure and having a sense of belonging in the setting. To promote this, children have their photographs on the wall displays. Children self-register, which gives them responsibility at the time of their arrival into the setting, developing their self-confidence and independence. Additionally, children's significant achievements are recognised by parents and staff as these are recorded in each child's communication book. Children form a close and trusting relationship with staff and their peers. Children and their families are warmly welcomed into the setting, and are supported to settle in their own time and gradually develop their confidence. This enables children to enjoy a smooth transition from home. Staff take time to get to know parents and become familiar with routines followed at home. This ensures care practices meet the individual needs of children and supports their physical well-being. There are resources in the setting that reflect people of ethnic minorities and those with diverse physical characteristics, including disabilities. This helps children to respect and value all individuals within our society. The setting strengthens the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events, such as the Holi Festival. Children's behaviour in the setting is generally good and they benefit from a calm atmosphere. Staff provide them with suitable role models and offer clear explanations and expectations of behaviour. When children know snack is nearly ready they are encouraged to put toys away in the correct boxes.

Children are learning the importance of leading a healthy lifestyle, and enjoy healthy and nutritious food provided by the setting. Children practise good personal hygiene when they are encouraged to clean their hands before snacks. The key person sings a song about washing hands to the children, linking words to their actions, promoting their communication skills. The older children walk back from school every day; this provides them with daily energetic play, helping them to learn the benefits of physical exercise. Children have opportunities to take safe risks and experience physical challenge on outings to local country parks, where they roll and run down the hills. Children learn about keeping themselves safe as they regularly practise the fire drill.

Children are well supported when they move from the playgroup into the out of school club. This transition is seamless as playgroup staff work in both settings. This ensures

their individual needs are met. There are effective procedures for emotionally preparing children to move into school. For example, the setting completes a transfer document with parents, this records each child's needs, interests and stage of development; and is passed on to the new setting.

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

The provider has a reasonable understanding of their responsibility to ensure all the safeguarding and welfare requirements of the Early Years Foundation Stage are met. However, the provider has not met one of these requirements. The provider has checked that all staff hold a level 3 qualification in childcare. However, the provider cannot demonstrate that each staff member who is counted in the Early Years Foundation Stage ratios holds a full and relevant qualification. This particularly relates to the staff in the playgroup. Safer recruitment practice is followed and ensures that those employed are suitable to work with children. Staff are adequately and appropriately supervised, and they have ready access to advice, coaching and management support in all matters. There are regular team meetings to ensure effective and cohesive working. There is a programme of induction ensuring new staff become effective and competent as key-persons. A suitable safeguarding policy is in place to guide staff in the procedure they must follow if they have concerns that a child is suffering from abuse or neglect. As a result, children are appropriately protected. All aspects of the premises, both indoors and outdoors and all outings, are subject to appropriate risk assessments. This supports the staff to identify and minimise all hazards and ensures children learn and play in a safe environment.

The provider has a satisfactory understanding of their responsibilities, to meet the learning and development requirements of the Early Years Foundation Stage. As a result, children make suitable progress in their learning. However, the requirement regarding the progress check for children between the ages of two and three years is not fully met. Staff complete regular written planning to cover a two week period, this records the areas of learning delivered and helps to monitor the educational programme. A tracker sheet is completed for each child, this monitors their progress and is a critical component in ensuring he or she is on the right path and taking steps in the right direction. The provider has begun to identify strengths and weaknesses in the setting, and has some improvements planned to support children's progress over time, for example, by further developing the outside play area. This means that children are supported to make appropriate progress in their learning and development. However, the provider has not fully reflected on new guidance in order to support and enhance practice and promote the best possible outcomes for all children.

Suitable partnerships with parents, other providers and professionals have been developed. As a result, children's needs are identified and met. The settings' notice boards provide a wealth of information for parents. The settings policies are available for parents to view, so that they are informed about how the setting operates. Disadvantaged children are supported as the open access play centre facility is free; this gives every child access to a staffed environment that supports play.

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

Unique reference number	255253
Local authority	Sandwell
Inspection number	866939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	39
Name of provider	Sandwell Adventure Play Association Committee
Date of previous inspection	30/03/2009
Telephone number	0121 544 7368

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

