

# Playaways

Chilton School, Chilton Lane, Ramsgate, Kent, CT11 0LQ

<b>Inspection date</b>	15/12/2014
Previous inspection date	13/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		2
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

- The setting is committed to improvement and is evolving to provide better outcomes for children.
- Children feel safe and secure at the setting. They have formed strong relationships and feel able to say how they are feeling due to the positive support they receive. The strong partnership with parents and carers helps key persons to give full regard to children's needs.
- Children play in a warm, welcoming and friendly environment.

### It is not yet good because

- Staff do not always use good teaching strategies so that children can explore and investigate fully as they play.
- Staff do not extend children's communication and language skills through good questioning to help children build on their knowledge and understanding.
- Interruptions to story sessions lessen the enjoyment of the activity for children.

## 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 indoors and outdoors.
- The inspector had discussions with staff, children and parents.
- The inspector undertook a joint observation with the provider.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

## Inspector

Karen Scott

## Full report

### Information about the setting

Playaways is a privately-owned setting. It registered in 2003 and operates from a mobile building adjoining Chilton School. Children have access to an enclosed outdoor play area and the school's large playing field. The setting is situated in a residential area in the town of Ramsgate, in Kent. The setting is open each weekday from 9am to 3pm, term time only. A breakfast club operates each weekday from 7.30am to 8.45am and an after school club operates from 3.15pm to 5.30pm, term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children in the early years age range on roll, some in part-time places. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The provider employs eight members of staff, all of whom hold appropriate early years qualifications. The setting receives funding for the provision of free early education for two-, three- and four-year-olds.

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

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

- develop staff's teaching skills to enable children to lead their learning and explore as they play
- ensure children have good opportunities to develop their communication and language skills.

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

- review the pace and routine of sessions so that story time, for example, is not unduly interrupted, to minimise the impact on children's learning.

### Inspection judgements

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

The setting has recently been adapted and changed to offer children different areas of learning that are easily accessible. This enables children to make choices about what they play with and to move toys and resources around the room and to the outside area. This enhances their enjoyment of activities and the learning that takes place. Adults have ensured that the new arrangements give children more opportunities to participate in learning across all areas of development. Children's personal, social and emotional

development is given a high priority and children are making strong progress in this area. They are encouraged to share, take turns and be polite towards each other. Children seek out others to join in their play and enjoy looking at their learning journey development records, revisiting activities and events that they enjoyed. Children are given ample warning when they are due to tidy up, giving them time to finish play, promoting positive behaviour. The staff have sound strategies in place to support children learning English as an additional language. They offer books for example, in home languages and work closely with parents to help children settle well. Adults interact with children, asking questions as they play. However, these are closed questions which do not give children the chance to respond fully to develop their language skills and to build on what they are learning. Children have favourite stories which they enjoy sharing with key persons, interacting with the books. The staff also put on puppet shows to add to the children's enjoyment of stories. Group story time is a less positive experience as the routine of the day means there are interruptions to the story and therefore, children's enjoyment and concentration.

Mathematical understanding is introduced well into children's play. For example, when wrapping up boxes as part of a Christmas activity children learn about size, shape and numbers. Children thoroughly enjoy imaginative play and do so cooperatively, taking on different roles. Art and craft resources are easily accessible, enabling children to create individual works of art which they are proud of and keen to share with their families. There are many opportunities for children to develop their small physical skills and they are competent users of tools such as scissors. They enjoy participating in some exercise such as jumping over stepping stones in the small playground and use the school fields on occasion for more physical exercise.

Each child has a learning journey which is easily accessible to them and their families. Parents are encouraged to take them home and add to their children's developmental journey to work collaboratively to support children's learning. Parents and carers feel that they are involved in their children's learning and are fully aware of the strategies key persons have in place to extend children's learning. Key persons make regular observations of children and use these to plan for further learning at activities they think children will enjoy, knowing their likes and dislikes well. Children enjoy interacting with adults and seek them out to play with. However, teaching is variable and there are missed opportunities to extend children's learning and exploration at times. Staff are enthusiastic and keen to interact with children. This sometimes means they do not give children the opportunity to investigate and explore independently to be active learners as they play.

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

Children play in a welcoming environment and are greeted warmly by key persons. They are pleased to be at the setting and to see their friends. Children have formed strong relationships with the adults and feel able to express how they are feeling. The very close relationship that key persons have with children's parents enables them to understand children's needs each day and to offer the full care that children require. This helps children to settle well when they arrive and for staff to understand why they may require

more support on a particular day, for example. Consequently, children's emotional needs are well met and they feel safe and secure at the setting. They feel able to liaise and play with visitors due to introductions being made and their strong sense of security. Children behave well due to positive role modelling from adults. They are beginning to understand safe play as they receive clear guidance about the consequences of their actions from adults. Children are also supported to undertake sensible risks such as carrying scissors across the room to where they want to use them.

Children undertake self-help skills independently. They take themselves to the bathroom, blow their noses and put on coats with very little support, being very keen to look after themselves. Staff are always on hand to help but give children time and space to undertake such tasks, preparing them well for when they go to school. Children make choices about whether or not to play outside and understand the importance of fresh air to a healthy lifestyle. Snack and lunch time are social occasions which promote children's independence. They find their own lunches, pour drinks and dispose of rubbish without prompting. Drinks are always available and children ensure that they and their friends do not become thirsty. Staff help children to develop their knowledge about a healthy diet at lunch time, drawing their attention to foods that are good for them.

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

Children play in a safe and secure environment. Staff understand the importance of their role in safeguarding children and are aware of the procedures to follow should they have any concerns about a child in their care. Regular assessments are undertaken to ensure that the environment is safe for children and action taken to minimise risks. Staff ensure that they are placed throughout the setting to keep children safe and that they are able to offer support at all times. Policies and procedures are reviewed regularly to ensure that they are up to date. They give a detailed description of the setting and ensure that parents and carers are fully aware of how staff care for their children.

The staff are very keen to improve outcomes for children and are working very hard to improve the setting. They are working very closely with advisory teachers and are making improvements to what they offer children. Areas for improvement raised at the last inspection have been acted on. For example, the improving assessment procedure has helped staff to plan activities that promote individual learning and the improved organisation of the environment is supporting children to enjoy more learning. However, this is an area that is in the process of continuously improving as key persons strive to build on their approach to children's learning and development. Training needs are beginning to be identified and planned to build on staff's confidence and knowledge. The monitoring of children's development and activities participated in is starting to take place, helping staff to begin to monitor the educational provision. This enables them to further improve the provision for children.

Parents and carers are welcomed warmly and work very closely with key persons to ensure that their children's needs are met, offering a supportive environment for families.

When children have additional needs, key persons work closely with parents and other professionals to ensure that children receive the individual support that they require. Parents and carers are very happy with their choice of childcare. They say that they are well informed, that their children are making good progress and that children are very happy at the setting.

### **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>	EY232609
<b>Local authority</b>	Kent
<b>Inspection number</b>	962738
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Mandy Dawn Baldwin
<b>Date of previous inspection</b>	13/02/2014
<b>Telephone number</b>	07747 671416

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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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