

The Play Base

C/O Barkston Ash RC Primary School, London Road, Barkston Ash, TADCASTER,
North Yorkshire, LS24 9PS



Inspection date	12 May 2016
Previous inspection date	26 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Managers identify potential leaders within their staff team. They then provide them with continued professional development opportunities which nurture and enhance their leadership skills.
- Partnership working is strong. Staff liaise very closely with teachers to find out what children are learning in school. They then plan activities to complement this learning and support children to make their next steps in development.
- Staff are alert to potential risks in the environment, which they quickly identify and report to the host school. Managers arrange staffing to minimise risks and ensure that children's safety is promoted at all times.
- Children enjoy taking responsibility in the setting during routines, such as snack time. This promotes their confidence, independence and awareness of taking turns.
- Relationships in the setting are warm and caring and contribute to children feeling secure and safe. Older children are kind, caring and show a good level of patience towards younger children during their play and activities.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to fully develop their exploration and investigative skills.
- Procedures to support staff supervision are not always sufficiently focused on improving the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- provide children with more opportunities to fully develop their exploration and investigative skills
- focus staff development activities more precisely on improving the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the trainee manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the setting's policies and procedures and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The staff team works well together and they have a great deal of experience in providing good quality care for children. Managers involve staff, children and parents as they reflect on the strengths and weaknesses of the setting. Children make suggestions for improvement that are developed in the setting, such as fundraising for a local charity. Parents are very happy with the high level of care that staff provide for their children. They speak highly of the relaxed environment that their children enjoy. Managers ensure that they stay alert to changes in legislation and early years developments. They carry out research using the internet and attend local meetings with other providers to keep themselves and their practice up to date. Recent training has focused on developing staff awareness of the many different ways that children may be at risk from harm. As a result, staff have good knowledge and understanding of how to raise concerns about children's welfare. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Children are happy as they play together and have fun with their friends. Activities support children's interests and link very well to learning taking place in school and nursery. Staff organise themselves well so that they can play alongside and interact with children as they play. Some activities are planned and some are initiated by children. Staff provide board games to encourage children to cooperate and take turns. A new chess club at school has sparked children's enthusiasm for the game. Older children explain how to play as younger children watch. Children enjoy the creative activities that they can freely choose. They draw, cut and stick as they make cards and pictures to take home. Focused activities provide staff with opportunities to develop children's skills. Children hammer nails into blocks of wood. Staff supervise the activity and give children strategies to reduce risks and keep themselves safe. Staff use mathematical vocabulary as children look closely at the nails, asking which is the longest, shortest or tallest. The quality of teaching is strong. Staff ask children questions and listen carefully to how they respond. Staff then extend children's thinking by making links to what they are learning in school.

Personal development, behaviour and welfare are good

Children quickly settle into their play and activities as they arrive from school. Children choose what they want to do from the selection of available resources. Safety is prioritised at all times. When it is safe to do so, children freely access indoor or outdoor play. Children are independent, confident and behave very well without the need for adult intervention. This is because routines are very well established and children know what is expected and what happens when. Children follow good hygiene practices and are developing their understanding of healthy eating. Children know and understand why they sanitise their hands before they have snack. Children enjoy extended periods of time in the outdoor area. They use rollerblades and play football in groups, enjoying fresh air and exercise. Staff support children's play, timing their laps around the playground and helping them to put up tents on the grass.

Setting details

Unique reference number	EY317308
Local authority	North Yorkshire
Inspection number	849050
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	38
Number of children on roll	61
Name of provider	The Playbase Partnership
Date of previous inspection	26 May 2011
Telephone number	01937 557 602

The Play Base was registered in 2006. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or level 6. The setting opens Monday to Friday during school term time. Sessions are from 7.30am until 9am and 3.15pm until 6pm.

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