

# Fiveways Playcentre

Rear of 8-10, Florence Road, BRIGHTON, BN1 6DJ



<b>Inspection date</b>	29 June 2017
Previous inspection date	25 June 2014

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

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are good. Parents value the support they receive and the opportunities they have to contribute to their child's development assessments. They appreciate the regular discussions about their child's learning and progress.
- Children behave well. They are happy and have good relationships with their key person. This helps to support their self-confidence and well-being.
- Children make good progress. The key person meets with parents to discuss what children can do when they start at the nursery. The key person observes children as they play and learn, and plans appropriate activities for their next steps in learning.
- There are good arrangements in place with other settings that children attend, including school. Information is shared about children's achievements and this helps to support consistency in their learning and development.
- Staff receive good support from senior leaders. Regular meetings are held to discuss their practice. Staff are keen to improve their knowledge and skills, and benefit from training. They share effective practice that they observe in their own and other settings, with colleagues

### It is not yet outstanding because:

- Senior leaders do not routinely use assessment information effectively to track and compare rates of progress between specific groups of children precisely enough.
- Some members of staff do not challenge children sufficiently to further extend their understanding and learning.

## What the setting needs to do to improve further

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

- use the assessment information about the learning progress of specific groups of children more rigorously
- challenge children more effectively to further extend their understanding and learning.

### Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked the suitability of the staff and looked at children's learning and progress records.
- The inspector, the manager and the supervisor observed members of staff interacting with children and discussed their practice.
- The inspector read the self-evaluation report and looked at the nursery's website.
- The inspector spoke to a range of parents and children, and took account of their views.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The staff understand how to keep children safe and know who to inform if they have a concern about a child's safety or welfare. Senior leaders regularly evaluate their practice and their evaluation is accurate. They identify clear priorities for improvement and monitor the impact of these changes. Staff check the premises to make sure they are safe for children. For example, following these checks, a change was made to a surface outside because a number of children were having accidents. Accidents are now significantly reduced. Children who have special educational needs and/or disabilities are well provided for, as are those supported by additional funding. Staff liaise with appropriate external professionals to meet the needs of these children.

### Quality of teaching, learning and assessment is good

The staff have a good understanding of how to stimulate and motivate children in their learning. For example, children carefully explain the difference between a slug and a snail. They understand that a slug hides so that it will not be eaten by a bird. Children's language skills are effectively supported. Staff introduce new words to very young children, such as 'delicious', to describe the different foods they are pretending to eat. Staff effectively support children who speak English as an additional language. Children have a range of opportunities to develop their sensory skills. They play with modelling dough mixed with fresh herbs and discuss the different scents. Staff engage with children in their play, such as helping them to choose a name for a doll in the role-play area.

### Personal development, behaviour and welfare are good

Children have a good understanding of routines, such as beginning to tidy up at the signal and putting all their used wrappings in the central plate at lunchtime. Children's independence is actively encouraged. They cut up their own fruit and pour their own drinks at snack time. Children have opportunities to learn about other cultures and family backgrounds. They celebrated the Buddhist festival of Purina, finding kind things to say about their friends and looking at the special clothes. At Harvest time, they made soup and enjoyed eating it. Parents from different cultures come to talk to the children about their customs. Outside, children play an exciting team game with adults and practise their understanding of how to take turns.

### Outcomes for children are good

Children are well prepared for the next stage of their education. Children are confident, independent learners. Early reading skills are encouraged. Children know initial letter sounds and show great delight in making up nonsense words. They learn how to recognise and write their names. Children have wide ranging opportunities for mark making and developing their early writing skills. For example, they run their cars through the paint to make roads, draw smiley faces with pencils and make marks in the sand. Children learn how to put on their coats and shoes, and manage their own personal care.

## Setting details

<b>Unique reference number</b>	EY422545
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1069048
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Fiveways Playcentre
<b>Registered person unique reference number</b>	RP517664
<b>Date of previous inspection</b>	25 June 2014
<b>Telephone number</b>	01273500257

Fiveways Playcentre registered in 2011. It is run by a management committee. It operates from purpose-built premises in Brighton, East Sussex. The play centre is open each weekday from 8am to 6pm, during term time only. Some play schemes operate throughout the year from 8.30am to 3.30pm. The playcentre receives funding for the provision of free early education. There are 33 members of staff who work with the children and all hold relevant qualifications at level 2 or above.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

