

Brighton Unemployed Centre Families Project Playroom

6 Tilbury Place, Brighton, BN2 0GY

Inspection date

12 April 2018

Previous inspection date

30 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager creates a very positive atmosphere where staff, parents and children feel valued and supported. She leads her hard-working, well-qualified staff team successfully and together they continue to develop the provision. Together, they reflect closely on practice and make continual improvements to maintain children's good outcomes.
- Children are happy, confident and secure. They form strong, trusting bonds with staff and each other in the nurturing environment. Staff know the children well and follow their interests successfully to help extend their learning. Children make good progress from their starting points in learning.
- Staff work well with parents to help engage them in their children's development. Parents are given ideas to support further learning at home and greatly appreciate the individual support they receive.

It is not yet outstanding because:

- Staff do not consistently assess children's development rigorously to help quickly identify any gaps in learning and plan precise developmental next steps for each child.
- The manager does not precisely monitor the progress that specific groups of children make in their learning to help raise children's outcomes even further.

What the setting needs to do to improve further

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

- enhance systems for assessing children's development to help plan more precise next steps in learning for each child
- monitor the overall progress children make more precisely to help support specific groups of children further and raise children's outcomes to the highest levels.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the Playroom's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The ambitious manager supervises staff closely and successfully helps them to continue to develop their practice. She carries out regular individual support meetings and offers helpful guidance and further training opportunities. After recent training, staff have developed their understanding of equality, and in particular gender differences. For example, they have updated the role-play costumes and ensured they do not conform to gender stereotypes. The manager evaluates the Playroom closely and uses feedback questionnaires to help include the views of staff and parents. The team has worked hard to improve the outdoor environment and children now enjoy more physical equipment and creative areas. Safeguarding is effective. The manager and staff are trained well and have a thorough, up-to-date knowledge of child protection concerns and actions to take.

Quality of teaching, learning and assessment is good

Staff provide a stimulating and engaging environment for children. For example, children enjoy exploring paint, washing-up liquid and straws. They enthusiastically mix the resources together and carefully use the straws to blow bubbles with the colourful mixtures. Staff support children's communication skills consistently well. For instance, they encourage plenty of conversation and listen carefully to children's answers, modelling correct language for younger children. They introduce new words during children's play, such as 'anchor' as children explore a pirate ship toy. Staff introduce new ideas to support children's interest in literacy. For example, they attach pens to robot toys and children excitedly watch as the toys make marks and patterns on paper.

Personal development, behaviour and welfare are good

Staff support children's healthy lifestyles successfully. Children have continuous access to the spacious and stimulating outdoor area and confidently play, discover and investigate. They skilfully ride bicycles and manage risks safely, such as when carefully climbing ladders and going down slides. Staff talk to children about the benefits of healthy eating and provide nutritious meals. Children are very social and play happily together. For example, they enjoy helping each other to make 'soup' in the mud kitchen and enthusiastically talk about what ingredients they might need. Children behave well and are consistently considerate of the needs of others. They thoughtfully pass each other straws and paint as they blow bubbles and politely thank each other for their help.

Outcomes for children are good

Children are confident, motivated and eager learners. They quickly gain the skills needed for their next stage in learning and for school. Children use speech well to express themselves and share their ideas. They show an interest in books and enjoy listening to stories. Children develop their imaginary play well and act out real-life experiences, such as pretending to work in the 'office' and write 'emails'. They have a good understanding of technology and show good control over creative equipment, such as painting pictures on the garden wall with water.

Setting details

Unique reference number	130728
Local authority	Brighton & Hove
Inspection number	1126904
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	80
Name of registered person	Brighton Unemployed Centre Families Project
Registered person unique reference number	RP517655
Date of previous inspection	30 July 2015
Telephone number	01273 671213 + 601211

Brighton Unemployed Centre Families Project Playroom registered as an Early Years setting in 1997. . It operates from Brighton Unemployed Centre and is for the sole use of persons attending the centre. Sessions run from 10am to 1pm on Tuesday to Friday all year round. There are seven members of staff, all of whom hold relevant childcare qualifications to level 3 and above. This includes three staff with early years professional status and two staff who have qualified teacher status. The Playroom receives funding from a mixture of local authority and charitable sources to provide free early education for children aged three months up to the age of eight.

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