

Playtime @ Building Bricks



The Community Room, South Cave C Of E School, Brough HU15 2EP

Inspection date	11 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 highly qualified staff team is managed well. The manager has the full support of the nominated person, who is actively involved in the running of the setting.
- Staff are extremely welcoming. They establish excellent relationships with children and their families very quickly as children start in the setting.
- Staff use their observations of children's play and learning to carefully monitor their key children's progress. This helps them to plan small-group activities that focus effectively on specific areas for development.
- Staff listen carefully to what parents tell them about their children's learning at home. They then plan activities in the setting to support children's development, particularly in preparation for school.
- Provision for children with special educational needs and/or disabilities is highly effective. Support plans are carefully adapted to meet their individual needs and support their ongoing development.
- Staff do not always fully consider the organisation of the daily routine. This means that sometimes children have less time to make their own choices and freely explore their own ideas.
- The manager is perceptive in her observations of staff practice. However, she does not use this information effectively to build a clear picture of their individual strengths and areas for development.

What the setting needs to do to improve further

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

- make sure that the organisation of the day provides all children with uninterrupted time to play and explore the wide range of activities and resources available
- use the information gathered from observations of staff practice more effectively and plan how best to drive the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and the nominated person. She looked at a range of documents, including the setting's development plan and evidence of staff's qualifications and suitability.
- The inspector spoke to parents, carers and grandparents during the morning session to gather their views and opinions.
- The inspector carried out a joint observation with the manager.
- The inspector looked around all parts of the premises used by the setting.

Inspector

Jill Roberts

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers work well together to provide good-quality childcare for all children. Staff are well qualified in their roles. They complete specific training to support them in certain aspects of their work, such as writing individual support plans for children with special educational need and/or disabilities. Safeguarding is effective. Staff know and understand their responsibility to safeguard and promote children's welfare. They are familiar with the setting's policies, which align with local authority procedures. For example, they know what to do if they are worried a child may be suffering abuse. Leaders and managers can identify some of their strengths and areas for improvement. For example, they are currently reviewing, evaluating and reflecting on the type and range of resources that they use in the setting. Parents are particularly pleased with the way that staff welcome their children warmly each day.

Quality of teaching, learning and assessment is good

Staff plan a range of activities throughout the day. They support children well and have a good knowledge and understanding of all areas of the curriculum. For example, staff know children's differing abilities and challenge them to hear and say sounds in words. They then talk to children as they write each letter. Staff carefully question children while they are playing in the sand. They give them plenty of time to think about the questions they have asked and talk to children about what they are doing. This supports children to develop their speaking and listening skills. Staff challenge children's thinking and address stereotypes. For example, children say that they want to choose a 'boy's' colour. Staff respond appropriately, telling them that anyone can have any colour.

Personal development, behaviour and welfare are good

Staff develop very good relationships with their key children. This helps them to feel safe and secure in the environment. Staff encourage them to be independent and follow good hygiene routines. For example, children are reminded that they need to wash their hands after using the toilet and before mealtimes. The setting offers children a good range of healthy snack and drinks. Staff help children to do as much as they can for themselves. Children make their own choices about what they would like for snack and serve themselves using one-handed tools, such as pincers. They also enjoy being physically active, running around outside chasing their friends and using wheeled toys.

Outcomes for children are good

Children are developing friendships and have a good sense of fairness. For example, they play games together in the outdoor area, following rules and taking turns to be 'the wolf'. Children help each other to solve simple problems. For example, older children help their younger friends to fix pieces of train track together. 'It's the wrong way around' they say. Children are patient. They wait for their turn to scoop oats as they make reindeer food. Children persevere as they use scissors and other tools to wrap presents for Christmas.

Setting details

Unique reference number	EY538988
Local authority	East Riding of Yorkshire
Inspection number	10079367
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	VILP Early Years Consultancy Limited
Registered person unique reference number	RP903804
Date of previous inspection	Not applicable
Telephone number	01430879804

Playtime @ Building Bricks registered in 2016. It is owned by VILP Early Years Consultancy Limited. The setting employs seven members of childcare staff. The manager and one other member of staff hold qualified teacher status. All other staff hold appropriate early years qualifications at level 3 and level 5. The setting opens Monday to Friday, from 8.50am until 3.20pm, during school term times. It provides funded early education for two-, three- and four-year-old children.

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