

# The Playcentre

Gladstone & Falsgrave Recreation Centre, (behind Sainsbury), off  
Wykeham Street, Scarborough YO12 7SA



<b>Inspection date</b>	19 June 2019
Previous inspection date	30 January 2015

<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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is good

- Children greatly enjoy their time at the setting and have plenty of fun. They choose from a variety of interesting activities in the playroom, large sports hall and outdoors.
- Staff encourage children to take an active part in discussions and listen attentively to their responses. Children demonstrate impressively good social skills.
- Children behave extremely well. Staff are excellent role models and provide a wealth of praise and encouragement to children. They establish very clear boundaries and high expectations for children's behaviour. Staff show immense respect for children and provide warm and caring interactions. This contributes successfully to children of all ages being happy, settled and confident.
- Partnership working is effective. Managers and staff exchange detailed information with parents, the local school and any relevant professionals. Children benefit considerably from strong continuity of care.
- Parents speak very positively about the care that their children receive. They comment that staff are exceptionally welcoming and that their children are always keen to attend the setting.
- Children have an excellent understanding of how to follow a healthy lifestyle. They benefit from nutritious foods, some of which they help to grow, such as cucumbers and tomatoes. They follow exemplary hygiene routines and enjoy fresh air and exercise daily. Children learn to keep themselves safe, for instance, on the walk to and from school and during boisterous games.
- The manager does not ensure that the supervision of staff focuses sharply on enhancing even further the quality of their interactions with children.

## What the setting needs to do to improve further

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

- build on the strategies to support staff's practice, to focus even more precisely on consistently raising the quality of interactions with children.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of interactions between staff and children during activities and assessed the impact this has on children's experiences.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked at documentation, including evidence of the qualifications and suitability of staff.
- The inspector spoke to children and staff at appropriate times throughout the inspection. She took into account the views of parents spoken to on the day.

#### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff are fully secure in their knowledge of the procedures to follow should they have any concerns about a child's welfare. Safeguarding training helps staff to keep their knowledge and awareness of current legislation and wider child protection issues updated. Staff are vigilant about children's whereabouts and supervise them closely at all times. The manager follows robust recruitment and vetting procedures to help to ensure that staff are suitable to work with children. New staff follow an induction programme to help them to become familiar with their roles and responsibilities and the setting's policies and procedures. The manager involves staff in evaluating the provision at weekly meetings to inform decisions about positive improvements. She also takes into account the views of parents and children when making any changes that benefit those who attend the setting.

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

Staff plan play opportunities to complement children's formal learning in school. For instance, children delight in activities where they express their creativity and confidently use a range of craft resources. Staff ask children questions about their day at school and their experiences at home, and give them plenty of time to think and answer. This helps to support children's language skills and promotes their strong self-esteem. Older children welcome younger children into their activities. Children of all ages work together very well. For example, children cooperate to build an extensive model castle using a wide range of construction pieces. They show an understanding of the rules that help to keep them safe when playing lively group games. Children cheer each other on enthusiastically as they catch, throw and head a large, soft ball. They run as fast as they can around the circle of children until they are out of breath. This promotes their physical development well.

### Personal development, behaviour and welfare are outstanding

Staff place a great importance on helping children to feel settled and secure. They work exceptionally sensitively with children and their parents to learn about children's personalities and preferences. Children demonstrate exemplary manners towards each other and towards adults. They are wonderfully kind and helpful and delight in taking responsibility for tasks, such as washing their trays after meals. All children willingly share resources and take turns during activities. Staff are very aware of all children's dietary needs. They sensitively encourage children, including those who are more reluctant to do so, to try different foods. Children quickly make friends with each other and staff support those who find this more challenging. Staff promote children's safety highly effectively during routines and play. For example, on the walk from the school to the setting, children hold on to a specially made rope. Children cooperate extremely well and show a strong sense of belonging in the setting. Parents say that it is like leaving their children with family.

## Setting details

<b>Unique reference number</b>	EY308532
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10071078
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	192
<b>Name of registered person</b>	The Gladstone & Falsgrave Community Playcentre Ltd
<b>Registered person unique reference number</b>	RP525600
<b>Date of previous inspection</b>	30 January 2015
<b>Telephone number</b>	01723 503005

The Play Centre registered in 2005 and is located in Scarborough. It employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 4. The setting opens Monday to Friday, all year round. Sessions are from 7.45am to 9am and 3pm to 6pm during term time. During the school holidays, the setting opens from 7.45am to 6pm.

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