

Inspection of Fiveways Playcentre

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

Inspection date: 24 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly as they are warmly greeted by the staff. They run towards a wide range of stimulating activities that staff have provided for them. For example, children engage with a wellington boot painting activity as soon as they arrive. They squeal with excitement as they examine the marks the dripping paint has made. Staff have high expectations for children's learning and children are highly motivated in their play.

Children behave very well. They show respect to each other, share resources, and tell the inspector that 'hands are for helping'. Children respond in a positive way to the staff, who they have developed very close relationships with. Children persevere during activities. For instance, they attempt to cross a balance beam and do not give up until they are successful. They beam with delight and punch the air, celebrating their own achievements.

Children of different ages play well together. They sit on a wooden train and pretend that they are going on a journey. Older children drive and younger children give out 'tickets'. 'All aboard!' they call as children excitedly run towards their game. Staff play alongside the children and ensure that the role of the train driver is shared, helping children learn how to wait their turn.

What does the early years setting do well and what does it need to do better?

- Partnership with parents is strong. Parents comment positively on the care and quality of education that their children receive. They say that communication is strong and that they enjoy finding out about their child's day when they come to collect them. Parents write about how the staff team has successfully helped their children settle in and they feel that staff are friendly and approachable.
- The leadership is strong. The reflective manager strives for improvement in the setting. She ensures that the staff team are well supported in their training and regularly checks with them on issues, such as workload and mental health. The established staff team report that they feel listened to and valued and 'wouldn't want to work anywhere else'.
- Staff support children to learn about healthy practices. For example, they encourage children to wash their hands independently before eating and after going to the toilet. Staff make use of the outdoor area and encourage children to run, climb, balance and cycle. Children enjoy healthy snacks and meals.
- Children with special educational needs and/or disabilities (SEND) do very well at the setting. The special educational needs coordinators have identified areas in which children need support. They liaise with families and outside agencies to ensure that children receive the best possible start to their education. As a result of this targeted approach, children with SEND make excellent progress.

- Overall, staff provide educational programmes built on children's existing knowledge. They use a variety of methods to develop children's literacy and language skills. There are a range of books available, and children enjoy saying rhymes and singing songs. Children enjoy recalling to the inspector events from their favourite story. However, staff do not organise some group activities fully effectively to support and extend children's learning. For example, children who are listening to a story cannot fully concentrate as others are taking part in a singing activity behind them.
- Staff provide children with opportunities for problem-solving through daily routines to develop children's mathematical skills. For example, older children enjoy throwing beanbags onto numbers that are familiar to them. Staff explain that when the numbers one and three are added together they make four, but when placed side by side they make the numeral 13. Children continue to independently experiment with numbers as they play with their friends.
- Children's communication and vocabulary is good. Staff plan a good range of activities to support children in developing new language. Children who speak English as an additional language are supported well. Staff find out key words in children's home language, use visual cues and seek help from specialist services to make sure all children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge of how to keep children safe and how to respond appropriately to any concerns that they may have. They have a good understanding of safeguarding issues, including radicalisation and how to manage any incidences of allegations. Leaders provide regular information and training to staff about child protection issues in order to help keep children safe. Leaders and managers have robust systems in place to make sure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- consider more closely how to adapt group activities to ensure all children fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY422545
Local authority	Brighton and Hove
Inspection number	10264902
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	52
Number of children on roll	63
Name of registered person	Fiveways Playcentre
Registered person unique reference number	RP517664
Telephone number	01273500257
Date of previous inspection	29 June 2017

Information about this early years setting

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

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education and the impact this has on children's learning.
- Children spoke to the inspector about their experiences and the inspector held discussions with staff.
- The inspector took account the verbal and written views of parents and carers on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of nursery documents and discussed these with the manager. This included documentation in relation to staff recruitment and registers.

We carried out this inspection 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.

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