

Play Works

Inspection report for early years provision

Unique reference number	EY278358
Inspection date	11/06/2009
Inspector	Mary Kilroy
Setting address	49 Park Road North, Urmston, Manchester, Lancashire, M41 5AT
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Play Works Out of School, holiday club and pre-school opened in 2004 and operates from a converted library/gymnasium in the centre of Urmston, Manchester, using the whole of the premises. It is privately owned and operates as a partnership. A maximum of 32 children may attend at any one time, and of these, a maximum of 17 may be aged within the Early Years Foundation Stage age range. It is open 51 weeks per year from 07.45 to 09.00 and from 15.15 to 18.00 for out of school care. The holiday club operates from 08:00 to 18.00, during Trafford school holidays. Sessional care operates during Trafford term times only, from 09.15 to 12.15. All children share access to a secure enclosed outdoor play area. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

There are currently 29 sessional children on roll, all aged within the Early Years Foundation Stage age range and they attend for a variety of sessions each week. 32 children aged from three to under eight attend the play scheme, 18 children attend breakfast club and 32 the after school care. Children come mainly from the local areas of Urmston and Flixton and the club currently takes and collects children from local schools. The setting supports children who have learning difficulties.

The club employs 8 staff and four, including the manager, hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is good and working in partnership with parents is a very sound area of the provision. Management identify clear goals, which are understood by staff and demonstrate a strong commitment towards achieving continual improvement. Children are making good progress within the Early Years Foundation Stage and observation and assessment systems are developing. Children's physical development is good and they are provided with a wide variety of ways to enjoy exercise and a healthy lifestyle. The provision is regularly assessed and reviewed and staff have good awareness of the strengths and weaknesses of the setting. Children have good opportunities to observe the natural world as they help to care for a wide variety of pets and grow and tend plants and vegetables. Through play, they enjoy varied and stimulating activities, linked to the Early Years Foundation Stage and are learning well from their initial starting points.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to use self-evaluation effectively to monitor all aspects of provision and as a tool for continuing improvement.

The leadership and management of the early years provision

Play works provides a stimulating and well organised environment, giving children lots of choices and good opportunities to become independent. Children are making good progress in areas of learning and development. The daily routine promotes children's welfare and meets their individual needs very effectively. All documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. Staff have good understanding of the Safeguarding children procedures and children are learning strategies to remain safe, such as through participating in fire emergency evacuation processes, to familiarise themselves with the procedure, so that they are confident when it is used and begin to take some responsibility for their own safety. All staff have paediatric first aid certificates and information on current issues, such as swine flu, are displayed, to inform parents and older children.

The manager and staff are committed and enthusiastic and strive to improve the service they provide. They ensure children enjoy an inclusive environment that makes everyone feel welcome. Parent's views, both positive and negative, are acted upon. This helps staff to successfully monitor the service they provide. All recommendations from the previous inspection have been met, to improve children's health through personal hygiene routines and by introducing additional healthy eating options. They have devised and implemented a system of recording any incidents of physical restraint, to ensure children remain safe and parents are kept well informed. A procedure for recording parent's written complaints is in place and is available for parents to see on request and they have access to all policy documents. All children are making good progress from their starting points, including those with additional needs and all children's individual needs are met very well. However, written self assessment is still developing and is in the early stages.

The club have developed sound written policies and procedures, which are discussed with parents. This helps to develop good working relationships and a shared understanding from an early stage. Parents are provided with good information about their children's care, learning and development and are consulted about their interests and are regularly asked what they are doing at home. Parents are consulted about children's individual development plans and are asked for their comments, and staff are considering how they can encourage all parents to contribute to these. The setting works extremely well in partnership with parents and is developing links with other providers of the Early Years Foundation Stage.

The quality and standards of the early years provision

Staff have good knowledge and understanding of the underlying principles of effective early years practice. Assessment procedures are clearly established and monitored to record children's progress and individual learning. Regular

observations and photographs are used to inform planning sheets and focussed activities are evaluated and enhanced to continually improve practice.

Children develop a strong sense of belonging within the setting and access toys and join in conversation confidently. Early mark making opportunities are good and they enjoy activities to help them to listen carefully, when others talk. Staff ask open ended questions and introduce interesting new words to conversations. They play listening games. Key signs for food and drink, vegetables and fruit, are displayed on the walls. Children are thus learning that there are many ways to communicate effectively. There are good opportunities to count and calculate, as opportunities naturally arise. A child shows the inspector a birthday cake made of dough and puts three candles on, telling me that they are three, too, and enjoys counting the candles. A balanced range of resources are available for children across the age ranges and are organised to promote children's active, independent learning. Children benefit from fresh air and exercise each day in the outdoor area. Older children access the adjacent park daily with staff for team games and large scale activities and have opportunities to participate in football games with a local school. They enjoy marching games, such as to the 'Grand Old Duke of York,' stretching and touching the floor to the music.

Children's behaviour is excellent, there are pictures of feelings on the wall and they are openly discussed. There are activities to support children in taking turns and information on how to 'be in control' for older children. Children show concern for the feelings of others and are willing helpers at tidy up time. They clearly understand the boundaries for behaviour.

Children are learning well about the natural and wider worlds as they care for guinea pigs Woody and Buzz, Lola the rabbit, rats, fish and tadpoles that they have collected themselves. They are learning about the life cycles of frogs and caterpillars, supported by appropriate books to enhance and extend their learning. Whilst playing with shells, staff tell children 'A little animal lived in this shell a long time ago, but it's gone now.' They grow plants and vegetables inside and out, such as mint and carrots, and are now trying strawberries. Dinosaurs in the water play prompt children to discuss a visit to the dinosaur museum and they know that they lived a very long time ago. Children enjoyed a visit from a baby sibling of one of the children and enthusiastically discuss photographs taken on a visit to a local school, identifying their friends and the hats they made. Plant and seed catalogues are eagerly accessed, to discuss changing seasons, weather and months of the year.

Children share warm, happy relationships with staff. Parents who commented praise the exceptional quality of care and learning offered to their children and state that they are highly satisfied with their development. They feel that children's confidence would not have been so high without the support of such motivated staff. Parents describe a caring and efficient pre-school, with exceptional support way beyond the normal expectations and compassionate and outstanding pastoral care. Those who have used other facilities say that none have made their children so happy and many have increased the intended sessions, due to children being so eager to attend. They state that there is always something new and exciting to do, underpinned by good planning, enthusiastic staff and a fun, happy, yet calm,

atmosphere. Children benefit from these good relationships built with parents and are achieving well in the Every Child Matters outcomes and those who have learning difficulties progress well, due to the strong partnerships with parents, sound assessment of their starting points and the good understanding of meeting all children's individual needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met