

Play Planet-Furtherwick Park

Inspection report for early years provision

Unique reference number EY352866
Inspection date 14/01/2009
Inspector Marianne Harris

Setting address Furtherwick Park, Furtherwick Road, CANVEY ISLAND,
Essex, SS8 7AZ
Telephone number 01268 690 806
Email playplanet@btconnect.com
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Planet-Furtherwick Park is one of two settings run by the Play Planet Family Project. The pre-school opened in 2007. There is also provision for a holiday playscheme during school holidays. The pre-school is situated within the grounds of Furtherwick Park School on Canvey Island, Essex.

A maximum of 24 children may attend at any one time during term time, with a maximum of 100 children during school holidays. The pre-school is open each weekday from 09.00 to 11.30 term-time only and there is an optional lunch time club from 11.30 to 12.30 on Friday, when the pre-school provides an extra session in the afternoon. There are currently 140 children aged from two to under eight years on roll. Of these, 19 children receive funding for early education. Children attend from the local and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities and also children who speak English as an additional language. The premises are fully accessible for those who are disabled, and further facilities are being added.

The pre-school and holiday club employs 19 staff, of whom 18 hold appropriate early years qualifications and eight are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

This setting provides an excellent standard of care and education. Every child is treated as special and all are fully included in all activities. Staff are very successful in ensuring that the children are safe and welcomed into the pre-school and that they make excellent progress. Parents are extremely supportive of the setting and know that their children really enjoy attending. Very good progress has been made since the last inspection and all staff demonstrate a very good capacity to continue this improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that Ofsted are kept fully informed about the services that the setting provides and of any new developments.

The leadership and management of the early years provision

The excellent leadership and management of the pre-school has led to very good improvement since the last inspection with all recommendations being tackled

successfully. The setting has made a good start in evaluating for itself how well it is doing and has an accurate picture of its strengths and areas for development. The current assessment system, whilst providing an accurate picture of the progress children make, is being improved to give a clearer picture of what children know and can do. This demonstrates a commitment from staff to review their work and seek to improve already effective systems. The processes that the setting has in place to ensure that children are safe are excellent. Risk assessments are carried out on a daily basis and fire drills are regularly carried out. All staff have qualifications above the minimum expected and many are continuing with their qualifications.

Leaders and managers are having to constantly review their work to meet the changing needs of the community. They work very closely with parents who report that they are very pleased with how well their children are making progress and the excellent support they receive. They are well informed about the progress their children are making, both on an informal daily basis and at more formal meeting with the adult responsible for their child. However, the setting has not been as effective in informing Ofsted of the changes recently made.

The quality and standards of the early years provision

Children make excellent progress in their learning and development because staff are very skilful at ensuring everyone is included and that activities cover all areas of learning. There is a very good balance of activities that are led by adults and those that children choose for themselves and this means that the children gain much confidence in choosing tasks and persevering at them. Basic skills are taught very well so that children learn to use books appropriately, count accurately and begin to try out writing for themselves. Staff are very good role models for the children. Much emphasis is put on developing children's language skills and adults spend a good deal of time talking with the children and encouraging them to extend their vocabulary. This is particularly effective for children who are at an early stage of learning English. Pictures are used very well so that children can easily communicate, show adults what they want to do next and learn new words and phrases. Tasks and activities are very well planned. The interests and enthusiasm of the children are harnessed to make learning meaningful for the children. Assessments are thorough and are used to track the progress that children are making so that the next steps in their learning can be identified and appropriate activities planned.

Staff excel at making sure children are safe and very well cared for. High visibility jackets are worn when using the large playground that belongs to the school, and every care is taken when escorting children to the toilet. Snack time is used very effectively to encourage healthy eating and dietary requirements are carefully recorded. Children really enjoy buttering their own bread and choosing the fruit that they prefer. Drinks are freely available and children are very confident when helping themselves when they want to. Not only is snack time used to encourage healthy eating, it is also a time for social chatter. Children willingly share their thought and ideas with the adult and other children, exchanging stories and news. Large group times are used well to set the scene for the session, with children

contributing their ideas as to what they could do with the resources on offer.

The adults know the children and their families very well and are not only concerned with supporting the children in their learning, but are eager to support families keen to continue their own learning.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.