

# Community Playcentre @ Walberton

The Pavillion, The Street, Walberton, West Sussex, BN18 0PH

<b>Inspection date</b>	22/07/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Good quality staff interactions ensure all children continue to make good progress in their learning.
- Staff plan a well-balanced curriculum to meet the individual needs of all children and cover all areas of learning effectively.
- Strong links with the local school ensures children's care, play and learning is consistent.
- Staff manage children's behaviour effectively as they learn right from wrong.

### It is not yet outstanding because

- The information staff gather from parents about children's starting points in relation to their learning and development is not fully developed.
- Parents do not have regular opportunities to contribute to their children's learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities inside and outside.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

## Inspector

Lisa Cupples

## Full report

### Information about the setting

Community Playcentre@Walberton registered in 2013. The setting is organised by a registered charity group and provides before and after school care. It operates from one main room in a community building known as the Sports Pavilion, in Walberton, West Sussex. The setting is open each weekday from 7.30am to 9am and from 3pm to 5.45pm, during term time only. Children use a nearby park and adjacent sports field for outdoor play. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age group on roll, and 16 older children. The setting also offers care for children from eight to eleven years. The setting employs three members of staff who work with the children at various times. Of these, two hold appropriate qualifications, and one is working towards a qualification.

### What the setting needs to do to improve further

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

- provide opportunities for parents to make regular contributions about their children's learning
  
- develop further the information gathered from parents to include the children's learning and development starting points.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They implement the educational programmes successfully to promote children's learning in all areas. Consequently, children are making good progress in their learning. Staff spend time observing what the children can do and plan a wide range of activities and experiences. These activities compliment and extend what the children are learning in school. The children's key people gather a wealth of information about the children's welfare requirements from parents before the children attend the club. However, the information gathered about children's starting points in relation to their learning is not fully developed. This means staff do not always plan activities to reflect the children's interests and needs as soon as the children arrive.

All children benefit from good quality interaction with staff. For example, staff sit with the children engaging them in purposeful conversation. They ask open questions and give the children many opportunities to think about their responses before answering. Staff actively

listen to the children. They show an interest in what they have been doing at school and extend their learning in the club. For example, children enjoy art and craft activities, linked to cultural festivals in line with school celebrations.

Staff provide many opportunities for children to develop their social skills. They actively encourage purposeful conversation by listening to and responding well to the children's needs and requests. For example, children ask if they can finish their activity before they wash their hands for the picnic. The member of staff negotiates with the children saying they can have three more minutes; otherwise, all the other children will be waiting. The children agree and in three minutes they finish playing and wash their hands. The member of staff praises them for listening carefully and coming to join in. Staff ensure all areas of learning are covered each day, providing a well-balanced range of interesting and stimulating activities for children. Children use their imaginations well as they use small world resources and make up stories and characters as they play. Children practise their writing skills throughout the session because staff ensure writing and mark-making materials are readily available both inside and outside. Staff encourage children to write their own names on their work. Children enjoy making lists and writing other people's names. Children enjoy making leaving cards for their friends who are going to different schools. They write their own messages with phonetic support from the staff.

Staff encourage counting and number recognition with the youngest children during everyday activities. For example, staff ask if there are enough plates out. Children count each other and then the plates and decide they need one more plate. They recognise numbers during board games and through looking at books. Staff ensure children access the outdoor areas daily. For example, children practise climbing and balancing on the large-scale equipment. Staff support the children by holding their hands across the balancing beams, or standing close by if children feel confident enough to attempt it themselves.

Staff have developed very strong links with the local school to meet children's needs. For example, staff at the club meet every term with the reception staff in the village school. They discuss the children's individual needs and interests as well as their next steps. This provides continuity of care, play and learning for all children.

### **The contribution of the early years provision to the well-being of children**

All children are very happy and settled during their time at the club. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are met. Children chat openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure, and are relaxed in their club environment. Staff and parents share information openly and continually communicate as they build positive and trusting relationships. As a result, staff meet children's individual needs well, including their health, dietary and cultural requirements and preferences. The good organisation of sessions helps ensure they run smoothly.

Staff provide a healthy snack and encourage children to think about making healthy choices. For example, staff sit with children and talk about the types of food that are good for them. All children have access to outside learning where they experience an extensive range of activities. Outside play covers all areas of learning effectively. Children have many opportunities to practise their physical skills, both inside and outside as they learn about the importance of regular exercise. All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children share and take turns with ease.

All children learn about the importance of keeping themselves safe through daily discussions and routines. For example, children know they must walk from the school to the club in a line. They walk in between the lead member of staff and the last member of staff. Children explain 'That's so we don't get left behind or lost on the way'. Children also learn about stranger danger at different times throughout the year. All children are required to wear a high visibility vest. For example, when they are collected from school and leave the building to use the park facilities next door to their building. This ensures all staff can identify the club children quickly. Staff practise regular fire drills with the children to ensure everyone knows how to evacuate the building in the event of an emergency.

All children benefit from the open communication and two-way flow of information between the staff and their parents. Parents have access to their children's records on request and are able to speak with staff at any time. However, parents do not currently have the opportunity to contribute regularly to the children's learning to fully involve them.

### **The effectiveness of the leadership and management of the early years provision**

The club procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children Board's contact details and procedures for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the clubs child protection responsibilities. All parents have access to copies of the club's policies. There are also copies of all policies on display for parents to read at any time. Staff carry out full written risk assessments covering all areas the children come into contact with. All children benefit from a safe and secure play and learning environment. The trustees implement robust and rigorous recruitment and vetting systems consistently. This ensures all adults in the club are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

All staff, parents and children are actively involved in the evaluation of the setting. For

example, parents and children complete surveys and questionnaires about the club. Staff are involved in the self-evaluation process to drive improvement as the new club develops. As a result of evaluation, staff now set up the hall with a variety of activities covering all areas of learning. This is because they felt initially children were developing their physical skills more than any other area of learning. They still provide physical activities, but also ensure they include all areas daily. Management found this has calmed the atmosphere of the club because children choose freely from the wider range of resources. In addition, staff are reviewing and adapting the policies and procedures as the club develops to ensure continual improvement.

All staff are effectively supported and attend regular staff meetings to discuss any changes in practice and the children's individual needs. The manager carries out annual appraisals and informal meetings with staff to identify any strengths or areas for development and any training needs. This ensures all staff feel valued and they are committed to driving improvement for the benefit of all children who attend. The club has very strong links with the local school and reception class teachers. This ensures they meet children's individual needs consistently. For example, staff and reception teachers work together with parents to resolve any issues, such as behaviour management and/or bereavement. The school links with other agencies such as educational psychologists and speech therapists. They share the information with the club staff, with parental consent.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY469309
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	938065
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	21
<b>Name of provider</b>	The Community Playcentre@Walberton
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01243555578

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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