

Paddington Play Station

Inspection report for early years provision

Unique reference number 145933
Inspection date 26/01/2009
Inspector Nikki Whinton

Setting address Paddington Play Station, Old ASU Building (SR 001),
Station Road, Tidworth, Hampshire, SP9 7NR

Telephone number 01980 602058

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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 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

Paddington Play Station opened in 1996. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is managed by the Army Welfare Service. The setting has sole use of a single storey building near to shops and houses in Tidworth, Wiltshire. There is an enclosed area for outside play.

A maximum of 40 children in the early years age range may attend the group at any one time. The setting is open each weekday during school term times from 09.15 until 12.15. In addition, there is a lunch club from 12.15 until 13.15.

There are currently 46 children aged from 12 months to under five years on roll. Of these, two children receive funding for early education. Children attend mainly from the local military area. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs nine members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

Paddington Playstation offers an inclusive early years provision, where children are valued and treated as individuals. Children attending with additional needs receive good quality attention, which helps them to progress and supports them in fulfilling their potential. The genuinely caring staff act as good role models and help to ensure children's welfare needs are successfully met. The group has a good understanding of the main area requiring improvement; namely the assessment programme and has the capacity to develop the quality of the welfare, learning and development opportunities available to the children.

What steps need to be taken to improve provision further?

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

- develop the planning to ensure that the information obtained from assessments is used to plan a balanced range of activities both indoors and outside that help to promote the next steps in each child's learning
- develop the partnership with parents in order that parents are actively encouraged to regularly share with staff what they know about their child's progress and achievements in order to support the staff's assessments
- review the organisation of the daily programme in order that children are not required to sit for extended periods prior to snack time
- increase opportunities for children in the Butterfly Room to be active independent learners, who are able to self-select from a wide range of easily accessible resources.

The leadership and management of the early years provision

The staff are enthusiastic and work well together. They are reflective practitioners, who use the weekly staff meetings in order to review the quality of the provision. The management has good understanding of the group's strengths, is aware of the main areas for development and is starting to put strategies in place to support improvement. The staff have a clear understanding of their vital role in protecting children. They know the correct procedures to follow should they have a concern about the welfare of a child and there are effective procedures for making parents aware of the provider's responsibilities. The parents are provided with information about the setting, its policies and procedures, prior to a child starting in the group. They are kept up-to-date through regular informal discussion, periodic newsletters and laminated base room notices that provide information about the activities the children have experienced that day and the types of food they have eaten. Parents are invited to become involved in the development of the group by completing six-monthly questionnaires and by contributing to the comments box. Whilst they have ongoing access to their child's Learning Journey scrapbook, they do not have regularly planned opportunities to review and discuss their child's progress with the staff. Parents are not actively encouraged to share what they know about their child's learning to help inform staff assessments.

The quality and standards of the early years provision

The premises are warm, clean and suitably maintained. Children enter the provision willingly and generally settle quickly. Any child who is a little hesitant to participate receives good quality individual attention to help them to fully integrate into the daily routine. The staff offer an inclusive provision, where children with additional needs receive good individualised support to enable them to participate and develop. Children make decisions for themselves regarding the toys they wish to explore. For example, one child decides to make a cup of tea for a member of staff in the role play area, whilst another chooses to complete a puzzle. The children have a positive relationship with the kind, caring staff and benefit from their active involvement in their play, such as when playing a game of skittles. However, due to the lack of resources in the Butterfly room, particularly for self-selection, older children have limited chances to be active, independent learners. The staff plan a range of themed activities for the children, although they do not offer a balanced programme of indoor and outdoor learning. They undertake regular written observations and assessments of the children which are linked to the Early Years Foundation Stage framework. The assessments are placed in children's individual Learning Journey scrapbooks, together with photographs of the child engaged in activities and examples of their artwork. However, information obtained from the assessments is not used to plan for the next steps in each child's learning.

The children behave well. They benefit from the good role modelling demonstrated by the staff. There is a range of measures to help ensure the children's safety. Daily safety checks are completed prior to children entering the provision, records

of risk assessments are maintained, the setting is secure, children are well supervised and socket covers are fitted to exposed electric points. In addition, children are starting to learn how to keep themselves safe. They welcome the local lollipop lady to the setting to raise their awareness of road safety, are encouraged to help tidy away toys before snack time, thereby reducing trip hazards and take part in emergency evacuation drills. Children are gaining an appreciation of healthy eating through the range of nutritious snacks that they enjoy whilst in the provision. They are encouraged to try new foods, such as an authentic Fijian breakfast and thus increase their awareness of food tastes. Children are learning good hygiene practices, such as the importance of washing their hands after toileting. However, the organisation of the pre-snack hand washing routine means that children in the Butterfly room have to sit unoccupied at the snack table for extended periods before receiving their food.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Since the last inspection there have been no complaints made to Ofsted.

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.