

# Play and Learn @ Thorndown Infants/Primary School

Inspection report for early years provision

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<b>Inspection date</b>	15/06/2010
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<b>Setting address</b>	Thorndown Infant School, Hill Rise, ST. IVES, Cambridgeshire, PE27 6SE
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## Description of the setting

Play and Learn @ Thorndown Primary School is owned and managed by a private provider and was registered in 2009. It operates from a mobile building in the grounds of Thorndown Infant School, St Ives, Cambridgeshire. The setting is open from 8.00am to 9.00am and from 3.00pm to 6.00pm. It also operates during school holidays from 8.00am to 6.00pm subject to parental demand.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children under eight at any one time. The club accepts children from three up to the age of 11. There are 51 children of roll, of these nine are within the Early Years Foundation Stage. There are a small number of children attending who have special educational needs and/or disabilities and some who have English as an additional language.

The club employs four staff to work directly with the children during term time, of these, two have appropriate Early Years or Play work qualifications. During holidays additional staff work in the setting.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and happy and settle well to their activities. They make friends and enjoy a good selection of age-appropriate activities and resources that mostly take into account their individual needs and interests. The club works closely with parents and teachers in order to meet the individual needs of the children and provide consistent care. Staff show they have a good understanding of the strengths of the provision and the priorities for future developments. Managers are committed to supporting and encouraging ongoing professional development, which helps to ensure the setting has a good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop children's opportunities to play outdoors according to their individual preferences. Where possible link the indoor and outdoor environments to ensure children have rich and stimulating experiences
- develop further the resources and the environment to reflect children's own origins and backgrounds. Provide children with improved opportunities to learn about the wider world and help them to value their own home languages.

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

Managers ensure all necessary checks, including those of the Criminal Records Bureau, are taken up on adults to ensure they are safe and suitable to work with the children. Staff attend safeguarding training and are familiar with the club policies and procedures. Staff conscientiously supervise the children and keep a log of any visitors to the setting, which promotes children's safety and welfare. All the staff hold current first aid qualifications and clear records are kept of any accidents or incidents. Additional training, such as, how to use an EpiPen, is organised to ensure staff have essential skills to keep all the children safe. Twice daily checks are made of the premises to minimise hazards and staff help children learn to keep themselves safe, for example, making boundaries clear through explanation and discussion.

Staff and managers in the setting show a clear understanding of their strengths and have instigated a range of improvements since the club opened, such as, implementing development records for younger children and planning frequent fire drills. Senior management encourages staff to increase their qualifications and attend regular training, which enhances their ability to ensure children's needs are well met. Resources are organised to enable children to be independent and staff are responsive to children's requests for new equipment, such as, acquiring a games console. The room used by the children is light and spacious, but does not yet fully reflect the children's individual personalities and help them learn about and value their uniqueness. Staff encourage children to play together and they plan inclusive activities that cater for all ages and abilities. Children currently on roll with special educational needs and/or disabilities benefit from experienced staff who understand their needs. Several members of staff support these children in school and there are clear strategies to maintain continuity of care with the children and their parents and teachers.

The club works well with parents and keeps them informed about planned activities and events. Parents speak positively about the club and say their children enjoy coming to the club, so much so, that some children are reluctant to leave and keen to know how soon they can return. Development folders are shared regularly and include opportunities for parents to comment and add their ideas. The manager and staff have established close links with the school; the head teacher is very positive about improvements made to the club since it opened and particularly welcomes the sharing of information to enhance the consistency of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children interact happily with staff and are happy and content in their care. Relationships amongst the children are good and they show care and affection for others, for instance, enquiring about the well-being of a child after a tumble in the playground. Children attending can be boisterous and noisy after their day in

school, but staff manage their behaviour well, distracting them with jokes and conversation and encouraging them to develop their own boundaries.

Daily and weekly plans involve all the children, but children within the Early Years Foundation Stage have their own key adults who make ongoing observations of their experiences and assess their needs. This ensures that each child has their individual learning needs met and enables them to make good progress.

Summaries of their learning are shared with parents and teachers to ensure their learning experiences are consistent. Staff know the children well and this enables them to plan inclusive activities; in addition they involve children in decision making so their ideas can be incorporated into the planning, for example, they help to decide on snacks.

Children benefit from a balanced range of child and adult-initiated activities that take into account their individual preferences and abilities. They make dens from material, or become engrossed in a board game with staff. Art and craft materials are freely accessible so children can draw, colour or make models. Construction toys are popular and children sit with staff to make complex models from small building bricks. Children enjoy dressing-up and happily plan a 'wedding', deciding who will be married and who will be a bridesmaid. Resources are plentiful and generally meet children's individual needs, however, there is a limited range that show positive images of diversity, therefore, enhance children's understanding of the wider world.

Children have a good time outdoors and clearly benefit from the active play opportunities provided, but their time outside is mostly decided by the routines of the session rather than enabling them to move freely between the indoor and outdoor environments. In addition, resources provided outside largely promote physical development, such as, scooters or bats and balls, which potentially limits children's experiences across the areas of learning.

Children are encouraged to wash their hands and tidy away after meal times, thereby fostering their health and safety. Staff actively promote healthy eating and provide a good range of nutritious snacks. Fresh fruit is easily accessible throughout the session so children can help themselves. Children take part in regular cooking activities, such as, baking biscuits, or making soup and this helps them develop life skills that contribute to their future welfare.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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