

# Playtarium at St Jo's

Inspection report for early years provision

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**Unique reference number** EY419651  
**Inspection date** 13/06/2012  
**Inspector** Kelly Eyre

**Setting address** St. Joseph's Catholic Infant School, Gardenier Avenue,  
Luton, Bedfordshire, LU3 2NS  
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**Type of setting** Childcare - Non-Domestic

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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

Playtarium at St Jo's was registered in 2010 and is run by a voluntary management committee. It operates from three main rooms within St Joseph's Catholic Infant School in Luton, Bedfordshire. The setting serves children attending this school and the nearby junior school. It maintains appropriate links with the school on which it is sited. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 7.45am until 8.45am and from 3.15pm until 6pm. A maximum of 24 children may attend at any one time. There are currently 15 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and one at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a positive attitude to self-evaluation and are developing procedures to support the ongoing review of their work. They are, therefore, able to make appropriate changes which improve the outcomes for children. Partnerships with parents and carers are a key strength of the setting and enable staff to obtain a thorough understanding of each child's needs. They are then able to make sure that these are consistently met and children are offered appropriate support to ensure that they are included. Staff are building relationships with the school and with others caring for the children, although these are not fully developed in order to further promote children's individual development. Space and resources are generally well planned, meaning that children are able to make some independent choices about their play and activities.

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

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further the procedures for maintaining a regular two-way flow of information with other providers caring for the children

- develop further procedures that support children in selecting and using activities and resources independently.

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

The setting implements appropriate safeguarding procedures, ensuring that children's welfare is promoted. A written policy further supports this and enables staff to work together to protect children. Robust checks are carried out to ensure the suitability of all staff. Effective risk assessments and daily safety checks mean that children's safety is promoted. Discussions and ongoing explanations from staff help children to develop their awareness of safety issues. For example, children understand why it is important to make sure that they have a clear space before engaging in physical activities.

The manager demonstrates a commitment to the ongoing review of the setting's practice. She has ensured that all procedures are in place and forms a sound basis on which to develop the setting further. The appropriate prioritisation of improvements means that effective changes are made and the outcomes for children are continuously improving. For example, the room layout has been changed in order to improve children's safety at collection times. However, although there are ideas and some plans for the future, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact on children of any changes made. The building and resources are generally used efficiently to support children's learning and development. For example, children enjoy using the outdoor play areas, often taking craft activities outside.

Staff demonstrate a sound understanding of anti-discriminatory practice, taking care to treat each child as an individual. The manager reviews the setting's policies to ensure that their daily work is inclusive to all children and their families. Staff act as good role models to children, creating a positive environment and encouraging children to respect each other and work together. Good communication procedures mean that parents are well informed of their children's progress and activities. For example, they talk daily with staff and receive regular newsletters. Consistency of care is further promoted as the setting has started to build some relationships with other professionals. For example, they liaise with the school regarding any particular issues relating to individual children. However, these relationships are not fully utilised in order to further promote continuity and progression for children.

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

Staff are clear in their aim to provide a safe environment for children to relax and enjoy themselves after school. They also have a sound knowledge of the Early Years Foundation Stage and a good understanding of children's needs. This enables them to offer children appropriate care and an effective range of activities and play opportunities that support their learning. Staff assess children as they

play and use some of this information to inform daily activity planning, supporting the promotion of children's individual development.

Staff set out the main room for each session, organising it effectively in order to meet children's varying needs. For example, there is an area with bean bags where children are able to relax and talk to their friends. However, the procedures for the storage and display of resources do not consistently support children in selecting and using activities and resources independently, and this limits their free choice. Staff interact well with children and extend their play and learning. For example, they demonstrate popular playground games and children thoroughly enjoy joining in with these.

Appropriate daily practice, such as washing hands before eating and before participating in cooking activities, means that children's health is promoted. They are offered effective opportunities to develop physical skills in balance, control and coordination as they play outdoors with equipment, such as tricycles and footballs. Children are offered support during activities, enhancing their enjoyment and helping to promote their learning. For example, they enjoy sitting together to make teddies, with a staff member helping them to follow the written instructions.

The appropriate interaction and support from staff encourages children to become active in their learning and to start to solve problems. For example, children and staff work together to explore possible techniques and materials to make a den. Clear boundaries and good staff support also mean that children are encouraged to work together and help each other. For example, older children often help the younger ones and all children readily include each other in their play. Children have opportunities to develop skills for the future as they help prepare food for tea and work together to set up activities.

Staff's consistent approach to behaviour management means that children feel secure and are supported in developing their understanding of appropriate behaviour. Staff talk with children about behaviour and the setting's rules, encouraging them to share and negotiate turn taking. Children's understanding of their own cultures and beliefs and those of other people is developing as they access an adequate range of resources and participate in activities. For example, they enjoy playing a game with a map of the world, where they match traditionally dressed dolls to the correct countries, going on to discuss the climates and traditions of those countries. The good procedures for working with parents mean that staff are able to adapt activities and offer appropriate support to children who speak English as an additional language and those have special educational needs and/or disabilities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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