

# Paddington Play Station Under 5s

Drummer Lane, TIDWORTH, Hampshire, SP9 7NR

<b>Inspection date</b>	06/10/2014
Previous inspection date	26/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- There is an extremely clear focus on developing children's communication and listening skills. Staff use a number of very effective teaching strategies to support children who have speech and hearing difficulties.
- Staff use positive behaviour management strategies, which children respond well to. As a result, many children are confident and prepared to 'have a go'.
- Staff use very effective teaching techniques. They interact confidently with children during a wide range of activities and consequently, children make good progress in their learning.
- Management and staff work very well together. They take a reflective approach to evaluating their practice and constantly make changes to the environment and activities provided for children.

### It is not yet outstanding because

- Current systems to share children's individual next steps with staff and parents do not fully support children's best progress in the setting and at home.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the manager and deputy at appropriate times throughout the observations.
- The inspector and deputy manager undertook a joint observation of a teaching activity with the room leader in the younger children's room.  
The inspector looked at children's learning journeys and records, planning documentation, the self-evaluation form, a selection of policies, development plans and staff suitability records.
- The inspector also took account of the views of two parents and a grandparent spoken to on the day.

## Inspector

Alison Kaplonek

## Full report

### Information about the setting

Paddington Play Station Under 5s opened in 1996. It is registered on the Early Years Register. The setting is managed by the Army Welfare Service under the umbrella of Tidworth, Netherpton and Bulford early years. 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. The setting is open each weekday, for 48 weeks of the year, from 8am to 6pm. Children may attend for a variety of sessions. There are currently 91 children aged from 12 months to under five years on roll. Children attend mainly from the local military area. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 19 members of staff. Of these, three hold appropriate early years qualifications at level 4, nine at level 3 and four at level 2. Three members of staff are unqualified.

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

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

- strengthen current systems to share individual next steps in children's learning with all staff and parents to help children make the best possible progress and encourage all parents to be engaged in their children's learning in the setting and at home.

## Inspection judgements

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

Children are happy and settled at the setting and they benefit from an environment which is busy, stimulating and purposeful. They are motivated and eager to take part in the interesting learning experiences on offer each day. There is an extremely clear focus on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional development. Staff and management have a very good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. There is an extensive range of play equipment and resources, which staff constantly change and reorganise so that children can select what they want to play with independently. This enables children to extend their own play and learning. For example, younger children bring cups and spoons to the tray of shaving foam. Staff encourage them to experiment with scooping and filling containers to develop their fine motor skills.

Staff are enthusiastic about the environment and experiences that they provide for children and use very effective teaching techniques. They interact confidently with children during both planned and child-initiated activities, asking questions, encouraging and

exploring new ideas. This has a positive impact on children's learning and development and ensures that they all make good progress. New staff are well supported by other staff and managers as they learn the routines and follow procedures. Staff make good eye contact with children and give them plenty of time to think and form their answers. They have well planned strategies in place to support children who find communicating or listening more difficult. Staff successfully implement programmes such as the 'Every Child a Talker' initiative and work very closely with other agencies to develop and implement individual education plans. They use as many opportunities as possible to introduce new words and sounds to children. For example, younger children say 'dab, dab, dab' as they paint with the sponges. Older children take part in more formal, planned activities as they listen to a CD and identify the sounds of vehicles or instruments. Staff deploy themselves very effectively and work well together to enhance children's learning both indoors and outside in the varied garden settings.

Children's physical development is given very good emphasis. They are able to free-flow between the garden area and indoors for much of the day and in all weathers. For example, younger children learnt new skills as they balanced on the wooden beams or poured water into a range of cups and jugs. Older children further developed these skills by stretching to reach the tubes and talking about the flow of water as it rushed down the pipes. They laughed with staff when they saw it splashing out at the other end. Children enjoyed jumping in the puddles and staff carefully enabled younger children to take part by holding their hands to ensure they were balanced. Older children jumped so hard that they got covered in mud. They learnt about the environment as they talked about how the water splashed and the rain hit the puddles. Staff encourage children's understanding of number and shape during planned and incidental learning. They count with babies and children and sing many number songs and rhymes. Babies and toddlers counted their shoes and socks as they got ready to go outside. Older children counted well during many activities such as playing board games or while fitting construction blocks together. They talked about the shapes of the pieces and how they could make particular constructions such as a den for the small world figures. They begin to make predictions as they play matching and memory games.

Staff plan children's experiences to cover the seven areas of learning, both indoors and outside. Planning documents detail a good programme of challenging and interesting activities for all children. Staff establish what children can do when they first start through talking with parents and asking them to complete documents detailing information about their child's care needs and development. As a result, staff get to know the children well. Staff use a clear assessment system, which helps them to promote children's good progress. They complete individual progress files which include observations and photographs of children's play and achievements. Planning for individual children is based on these assessments, completed by each child's key worker and includes clear next steps or targets for each child. However, these next steps are not consistently shared with all staff and parents to enable children to make the best possible progress in their learning. For example, planning sheets in the pre-school room do not show new staff which children to select for certain activities to ensure that their next steps are implemented consistently. Although management have introduced new documents which clearly show the next steps for each child and ways in which parents can be involved in their children's learning at home, they are not available in all learning records for parents to view and become fully

involved in their children's learning. The present system provides the required information for staff to effectively complete progress checks for two-year-old children.

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

All babies and young children are very happy, settled and thoroughly enjoy their time at the setting, owing to the trusting relationships established with all staff. Care practices are good and children learn about good hygiene routines such as hand washing and using tissues to wipe their noses. As they do this, they are developing a strong sense of independence and gaining in confidence. Babies routine needs are met efficiently by staff who are flexible and adaptable. All staff know the children in the setting well but form particularly close bonds with the children and families for whom they take special responsibility. This robust and well established key-person system ensures that routines are individual to each child and agreed with parents.

Children confidently help themselves to the good quality and resources and equipment. Children interact extremely well with staff, asking for help or support if required. As a result of the secure emotional bonds they have formed, they are confident to approach any member of staff and quickly learn the daily routine. Many older children help to tidy the toys away or serve themselves at snack time. All children are offered a nutritious meal at midday and the setting is able to cater for all dietary requirements. Some children bring a packed lunch and staff work with parents to ensure that the contents are healthy. They encourage children to eat their savoury food first and talk about foods which help them to grow strong. Babies and toddlers are encouraged to try feeding themselves and older children to serve their own food. Staff encourage children to learn how to meet their own care and hygiene needs and to sit quietly at meal times. Children enjoy this social occasion and benefit from the interaction with their friends and staff who sit with them. Older children chat about what they have done during the morning or their plans for the afternoon. Children's understanding of safety is threaded through many daily routines and activities. Children confidently remind each other, and sometimes adults, about keeping safe; for example, they talk about not running indoors or sitting at the table while they use the scissors. Babies are well supported by staff who are very attentive to their needs. For example, staff ensure that they are available to help younger children if they need a hand walking outside in their wellington boots.

Children behave well and many learn to play cooperatively with their friends and staff. They are learning that they must be kind to each other and take turns with equipment. Staff encourage this through playing games where each child must wait for their turn. Children know to sit quietly and wait patiently for their go. Staff use very successful strategies to support those children who find this difficult. They use a great deal of praise and encouragement for all children and children respond well to this. As a result, many children are confident to 'have a go' and show a 'can do' approach to their learning. Staff successfully support children as they progress through the different rooms within the setting. Children visit the next age group before moving up permanently to ensure that they are familiar with both staff and the environment. The children feed into a range of different schools and some also attend other settings. Staff and management have made

good arrangements for sharing their knowledge of the children with these other providers and schools. This ensures continuity in children's learning and development.

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

Management and staff all work very well together to ensure that the setting is well organised and that routines operate smoothly on a daily basis. They have a very clear understanding of their responsibilities in meeting the welfare, safeguarding, and learning and development requirements and ensuring staff suitability. Robust systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Adults are not allowed to work with children unsupervised until all checks are cleared. Effective induction and appraisal systems are in place to identify staff training needs and to make sure that these are clearly targeted to improve the settings already good practice. All staff are encouraged to develop their own professional practice and many are currently on training courses at present. Since the last inspection both staff and management have worked extremely hard to address weaknesses, leading to improvements in the planning and assessment systems and information obtained from parents regarding their child's development. They have also improved routines so that children have more independence and sit for shorter periods of time.

Arrangements for safeguarding children's well-being are effective. Most staff receive in-house training on how to protect the children in their care and as a result, have a good understanding of their roles and responsibilities. The implementation of a comprehensive range of policies and procedures and accurate completion of records ensures children's needs are very well met and that they are fully safeguarded.

Staff organise the environment in all areas of the nursery very well, to ensure it is interesting and welcoming for children and meets their learning needs. Management and staff track and monitor the education provided for children. They work well as a team and are reflective and evaluative in their practice. There have been some staff and management changes recently which has impacted on the implementation of new systems to share children's next steps. However, staff know the children well and provide a learning environment in which children are making good progress. Staff and management form effective partnerships with parents and other agencies to ensure that any interventions needed are secured and children receive the support they need. Parents' opinions are sought regarding the organisation of the setting and changes are implemented accordingly. Parents demonstrate that they appreciate the staff's work and dedication. They particularly appreciate the effective settling-in procedure which enables them to be reassured that their children are happy at the setting. Parents are very pleased with the efficient way in which key staff verbally feedback information about their child's care and learning each day. Management carries out good self-evaluation, taking into account the views of staff and parents. They work closely with their local authority and their partner settings. They are successful in the identification of the settings strengths and areas for development and are proactive in making frequent improvements.



## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	145933
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	843161
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Tidnbul Garrison Early Years and Play Committee
<b>Date of previous inspection</b>	26/01/2009
<b>Telephone number</b>	01980 846448

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## Type of provision

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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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