

Play Out Ipswich

Ormiston Childrens Centre, 333 Felixstowe Road, Ipswich IP3 9BU



Inspection date	9 May 2019
Previous inspection date	21 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff regularly reflect on their practice. This helps them to identify ways to improve their service and teaching skills further. For example, staff created 'home packs' full of stories and resources for families to borrow, as a result of a training project. Staff use a range of ways to promote parent partnerships and continuity in children's learning.
- Children play creatively with soil, pebbles and water to make 'mud pies' and 'rock smoothies'. They use their muscles to stir the mixtures in huge metal bowls. Children add grass and flowers as decorations to their mud cuisine.
- Staff help to build children's understanding of quantity and support their early subtraction skills. For instance, they sing number songs, such as 'Five Little Monkeys', with children. Staff encourage children to do the actions and count on their fingers.
- Staff help to promote a love of reading and children's thinking skills. Children ask staff to read book after book. Staff ask questions about the story, asking children to find objects of a certain colour in the pictures and talking about the feelings of the characters.
- Staff work closely with parents to ensure the settling process for children is effective. Children of all ages build warm bonds with staff. This helps them to settle well and feel safe and secure. Staff are responsive and meet children's individual needs well.
- Children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress from their individual starting points.
- Parents praise the 'lovely, dedicated' staff and friendly atmosphere of the setting. They comment that staff treat children as individuals. Parents particularly appreciate how staff celebrate children's achievements and display their creative work so carefully.
- Staff do not consistently encourage all children to participate in routines that help to keep them safe, such as tidying away resources.
- Staff do not use all opportunities to support children to learn about the similarities and differences between their own and other cultures, traditions and experiences.

What the setting needs to do to improve further

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

- encourage all children to participate in routines that help to keep them safe, such as tidying away resources
- provide further opportunities for children to gain a greater understanding of diversity, such as the cultures, traditions and experiences of others which may be different to their own.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager. She looked at relevant documentation, including children's learning records and the setting's development plan, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children, staff and the operations manager at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They are fully aware of the procedures to follow if they have any concerns about a child's welfare. The manager gathers feedback from staff, parents and children to plan for changes or improvements. This helps them to feel a sense of ownership and that their ideas matter. For example, she seeks children's views when purchasing new equipment and toys. The manager regularly reviews the progress of individual children and groups. She uses this information to inform her discussions with staff and ensure that additional funding, such as early years pupil premium, is targeted effectively. Staff make links with other key professionals. For example, staff invite Reception teachers to visit before children move on to school.

Quality of teaching, learning and assessment is good

Staff provide a variety of interesting activities which encourage children to explore and develop in all areas of learning. They use accurate assessments of children's learning to inform their planning. Staff work in partnership with parents. For instance, they work together to assess children's starting points on entry. Children play creatively with blocks to make ramps for their cars. Staff prompt children to think about whether their car goes fast or slow on the steep or gentle ramps. Staff encourage children to use the proper names for the shape of the bricks and to count how high the supporting towers are. Staff support babies' emerging language well. They provide a rich commentary and respond with enthusiasm and sensitivity to babies' vocalisations.

Personal development, behaviour and welfare are good

The environment is well-organised and makes resources freely available for children to choose from. Children confidently transfer resources from one area to another to extend their own play. For example, they fetch wooden bricks to use as 'cakes' in the role play area. Staff support children to negotiate with each other and use turn-taking tools, such as sand timers, effectively. They encourage children to develop this skill from a young age. For example, babies roll a ball back and forth and toddlers take turns to pat sand in a bucket to make a sandcastle. Staff support children to develop their self-care skills. For example, they teach them a 'magic trick' to put their coats on and promote good hand washing. Staff encourage babies to feed themselves and find their shoes. Children are kind. For instance, they help their friends if they get an arm stuck in their coat. Children enjoy playing energetically in the large garden. They chase up the hills and laugh as they whizz down the slide. Babies investigate their garden, enjoying the sensory experiences of crunchy leaves and sand. They delight in enthusiastic games of peek-a-boo with staff.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They are confident and inquisitive. They happily talk to the inspector about their experiences and favourite activities at the setting. Children have plenty of opportunities to make marks. Older children begin to talk about the meaning of their writing. They know which letters they need to write their name. Children talk about parts of the body as they draw people. They are very careful not to 'forget the toes or legs'.

Setting details

Unique reference number	EY477738
Local authority	Suffolk
Inspection number	10075980
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	52
Number of children on roll	95
Name of registered person	Ormiston Families Enterprises Limited
Registered person unique reference number	RP901720
Date of previous inspection	21 January 2016
Telephone number	01473 724517

Play Out Ipswich registered in 2014. The setting employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, from 8am until 6pm, for 51 weeks a year. It provides funded early education for two-, three- and four-year-old children.

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