

Desborough Play Den

Inspection report for early years provision

Unique reference number EY306089
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Inspector Aileen Ewins

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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 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.

Description of the setting

Desborough Play Den registered in 2005 and operates from the Desborough Family Centre situated near the centre of High Wycombe, Buckinghamshire. Children have access to various rooms to play in off a large hallway. The family centre also provides a kitchen, office, staff and children's toilet facilities. In addition there is a secure and enclosed outdoor play area.

The play den is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from three to eight years may attend the setting at any one time. The play den is open Saturdays all year round closing for bank holidays. It is from 09:00 until 12:30 and 13:30 until 17:00, some children can attend for a full day. There are 27 children on roll. Only two children on roll are within the early years age group.

The majority of children who attend the setting have special and specific needs. The play den provides disabled access throughout and disabled toilet. Children for whom English is a second language are welcomed. Children attend for a variety of sessions and come from the local area. At the time of inspection only one child within the early years age group was present.

The setting employs seven staff, of which six hold appropriate early years qualifications. The manager has a Foundation Degree and the deputy holds BA in Early Years. The other staff member is working towards a qualification. The play den is further supported by volunteers. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. The play den provides a fully inclusive, safe, happy and welcoming environment for the children who attend, most of whom have specific and special needs. Staff are professional, caring and self-motivated people who understand the needs of each and every child. All staff have a strong understanding of the Early Years Foundation Stage (EYFS) and use the requirements to support children's learning and development at the individual child's own pace. The setting has completed a purposeful and evaluative evaluation which recognises and acknowledges their strengths. They have met the recommendations set at the last inspection.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to use the Early Years Foundation Stage (EYFS) to complement children's specific needs and development with that received from other providers and agencies in order to enhance children's development at their

own pace

The leadership and management of the early years provision

All required policies and procedures are in place and acted upon to ensure a safe, welcoming environment. Staff act upon these procedures which are further shared with parents and which promote a happy and inclusive setting. The play den is managed by an experienced and professional carer who is supported enthusiastically by the staff and volunteers. All the staff and volunteers are warm, caring and committed role models who understand each child's specific needs and exceed what is expected of them. Their hard work, motivation and dedication ensure that the children who attend fulfil their own potential during their sessions at the play den.

Partnerships with parents and other professional agencies are exceptional. Parents are represented by the committee, who all hold particular roles which further adds to the smooth running of the club. The opinions of parents and carers are valued. Questionnaires about the day to day running of the provision are completed often and parental feedback is sought and welcomed. Sessions start and end with staff briefings to evaluate the activities and children's enjoyment and development. When children start at the club settling in times are arranged according to each child's circumstances and needs. Family members are encouraged to join in to help children settle. Extensive information is shared about children's welfare and emotional needs, likes and dislikes. Feedback at the end of the day is enjoyable as parents receive verbal feedback from the manager and key person and also view the photographs downloaded onto the computer from the session. Therefore parents have a clear idea about what their child has taken part in. Partnerships with schools and other professional agencies, such as the South Buckinghamshire Autistic Society further enhance the support to children, their parents/carers and the staff.

Children are kept safe throughout the day. Risk assessments are comprehensive and cover all areas of the environment, particular resources and the garden. Daily checks are made which consider each and every individual child's needs in respect of toys and resources. Staff encourage children to pick up toys and tidy up which helps them to learn about their own safety. All the staff have completed safeguarding children training and are professional in their approach, able to recognise the signs and symptoms of abuse and are equally aware of how to protect themselves from false allegations. Entry to the setting is through a keypad system. Visitors show identification and are logged within a visitors' book. Children's attendance is monitored securely. Accident and incident records are extremely well documented with handling plans completed for each child. Parental written consent is in place before any medication is administered. Of the seven staff, four have completed paediatric first aid training. Fire drills ensure that staff are competent to help children leave the building swiftly in times of emergency.

The play den offers support to parents and is versatile in its approach. Of the children attending 90% have educational statement of special needs. The building

is accessible to all children and all needs are fully met. For those children with communication difficulties staff are adaptable and imaginative. The use of non verbal communication is strong. Pictorial cards and sign language are used regularly. Using this proactive approach and innovative resources, the needs of children for whom English is a second language and for those who have difficulties with verbal communication are supported exceptionally well.

The play den manager, her staff, volunteers and committee have conducted a thorough self evaluation of their provision. This evaluative procedure has identified the areas of strengths which are in place and has been seen as a useful tool for helping the needs of the children and supporting them as individuals. The evaluation has further helped the setting to recognise the areas in which they would like to further enhance as part of their continuous improvement.

The quality and standards of the early years provision

Children's development is supported extremely well by staff who are dynamic and enthusiastic. The EYFS is used as part of the day to day framework but children's progress is monitored according to their own individual needs and small steps. Children are happy and content. They arrive smiling and are confident around the staff and volunteers who care for them. The key person system in place ensures that children are allocated a key person each session they attend. Children therefore become familiar with all the staff and are consequently more settled. Staff often work with the children on a one to one basis.

A wide range of resources are available for the children throughout the day. All areas of learning are catered for. Children are focused. They learn about turn taking, use imagination and respond to those around them. Children flourish as they enjoy and participate in cornflour messy play, painting, construction, parachute games, using the Compact Disc player, puzzles, soft play and musical instruments. Group activities help children to understand more about their own boundaries and those of others. Children are confident and extremely happy outside. They laugh as they play together supported by the staff who are enthusiastic and focused on creating opportunities for the children to have fun.

Staff are fully aware of children's starting points, their individual needs and what they enjoy taking part in. Planning is in place to incorporate all these individual needs and children and their key person move from one room to another as children explore the various activities and play resources. Creative and purposeful planning allows for the wide use of puppets and pictorial cards to help children understand the 'rules' of the play den and the activities of the day. Added to this caring staff ask each child about their day and how they are feeling. This aids children's emotional and social well-being. Children become more confident in expressing themselves as others listen. Children are observed appropriately throughout the sessions and staff communicate to one another as they recognise milestones and minor accomplishments. Photographs of all the children are taken and shared with parents at feedback. Children recall their day's experiences at the end of the session which helps staff to evaluate their planning. These opportunities are used to provide significant future planning opportunities and helps staff to

identify children's next steps. Children's progress is linked to the EYFS as much as is possible, as progression is very individual, as most of the children have specific and special needs. The developmental progress identified for all children, not just the early years age group are monitored in the same way. The manager provides reports for other professional agencies to complement the care provided by others.

Children behave well. They are happy and content and join in, have fun and respect those around them. They are interested in their play. Snacks provided for the children are healthy and nutritious. Snack times are sociable occasions. Children can stay at lunch time if needed and staff are resourceful if supporting their needs at mealtimes. Staff help children to be as independent as possible. The play den is clean and well ventilated. Children have many opportunities to play outdoors. Staff are consistent and encourage children to understand about their own safety as well as those around them. The proactive staff help children to take safe risks which enhances their independence and self esteem for example by balancing on stepping stones on the obstacle course. Children learn about their own hygiene routines and are supported when washing hands before meals and after messy play or being outside for example. Children's dietary needs are appropriately understood and adhered to.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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