

# PLAY @ Churwell

Inspection report for early years provision

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| <b>Unique reference number</b> | EY314427    |
| <b>Inspection date</b>         | 11/01/2011  |
| <b>Inspector</b>               | Jenny Firth |

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|-------------------------|--|
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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

PLAY@Churwell is managed by a voluntary committee. It was registered in 2005 and operates from a self-contained building in the grounds of Churwell Primary School, in Morley on the outskirts of Leeds. Children have access to a secure enclosed outdoor play area. A maximum of 60 children under eight years may attend the setting at any one time. The setting currently offers pre-school, wrap around nursery care and out of school provision. The pre-school currently takes children from two years of age and is open Monday and Wednesday from 9.15am until 11.30am, term time only. Wrap around nursery care is available during term time for children attending Churwell Primary School from 7.30am to 6pm. The setting also provides before and after school care for children from four years of age and also offers care to children aged eight years to 11 years. These sessions run Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm term time only. During the school holidays the setting operates a holiday play scheme. This is open Monday to Friday from 8am to 6pm and offers care for children from three to 11 years.

There are currently 137 children on roll. Of these 90 are under eight years and of these 49 are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager who work directly with the children. Of these eight staff have appropriate early years qualifications. One member of staff is qualified at level 6, five at level 3 and two at level 2. One member of staff is working towards a relevant qualification at level 2. The setting has achieved the Leeds Quality Assurance award and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff have an excellent knowledge of each child's individual needs which ensures they promote all aspects of children's welfare and learning successfully. Excellent partnerships with schools and organisations ensure children's needs are met particularly well in this highly inclusive setting. Staff are highly motivated and fully embrace the process of self-evaluation in order to strive for excellence. There has been significant improvement since the last inspection and the setting demonstrates excellent capacity for sustained improvement.

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

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

- develop further the communication between parents and practitioners so that the two-way flow of information, knowledge and expertise involves parents further in their child's learning.

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

The driving ambition of the management encourages all staff to work extremely well throughout the setting ensuring that consistently effective care is provided for all children. Robust recruitment and vetting procedures ensure that staff are suitable to work with the children. Clear, comprehensive policies which are reviewed and updated regularly, underpin the excellent practice at the setting. Staff have a very clear understanding of the importance of keeping children safe and ensure that the welfare needs of all children are promoted very effectively. Rigorous risk assessments and daily checks thoroughly ensure that the premises, toys and equipment are safe for the children attending. As a result children are safe and secure at all times, both in the setting and as they explore the local area and the world around them. Highly effective use of resources and staff deployment results in excellent outcomes for all children. A variety of cultures and traditions are acknowledged in order to develop highly positive attitudes to equality and diversity. Inclusion is promoted exceptionally well ensuring all children achieve as well as they can.

Highly effective links with other providers ensure continuity for individual children's learning and development. Parents speak highly about the quality of the provision and value the hard work and exemplary commitment of all staff. Information boards and an attractive web site ensure parents are kept fully informed about future events and developments. Innovative activities involve some parents in supporting their child's learning at home. For example, children are encouraged to care for special dolls on weekend visits, and then complete the diary with comments and photographs. Staff are exploring further opportunities to encourage parents to support their child's learning.

The manager and staff have high aspirations for the quality of the care they provide and work very hard to meet the needs of all children in their care. They reflect on their practice regularly to identify any areas for improvement. Staff are highly committed to improving the provision even further. High levels of commitment towards staff training ensure that staff are kept up to date about their knowledge and understanding of the needs of the children in the Early Years Foundation Stage.

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

All children make excellent progress from their starting points. They are exceptionally well supported by experienced and dedicated staff who know each child very well. The key person system is highly effective and ensures that there is

an individual approach to each child's care and learning. Weekly plans ensure children are provided with an exciting range of creative learning experiences which keep them involved, motivated and eager to learn. On-going assessments fully ensure that the next steps in children's learning are identified. Progress is monitored closely and this information is shared with parents.

Children are very settled and happy in the care of the staff. For example, when younger children arrived back in the setting from a walk in the local area they confidently continued playing with their friends. Children are highly enthusiastic as they select from a range of exciting resources. They develop measuring skills as they use blocks to compare their height with that of a friend and when weighing ingredients to make biscuits. Counting skills are carefully reinforced through number puzzles and sorting activities. Children enjoy experimenting with containers in the water tray, singing and listening to music, and exploring their senses. Early writing skills are developed very well as they use a range of mark-making tools such as paint and crayons. Children explore imaginative ideas and thinking as they make up stories with small world resources. They thoroughly enjoy sharing books and relaxing on comfortable seating in the reading areas.

Children develop an excellent understanding of the importance of keeping healthy. For example, younger children use toothbrushes and toothpaste to clean their teeth after they have eaten their food at lunchtime. They have learnt a tooth brushing song and happily sing along to this as they clean their teeth. Older children also demonstrate an excellent understanding of adopting good personal hygiene routines when they use the hand gel dispensers which are situated in all areas of the provision in addition to using soap and water before their snack. They routinely use this gel after 'messy' activities and before moving onto other activities. Effective hand washing skills are further enhanced by the School Nurse who comes to the setting and demonstrates the importance of developing thorough hand washing skills.

Children particularly enjoy playing in the outdoor area where they access a range of resources and equipment and receive high levels of challenge. There are exciting opportunities for children to develop their physical skills as they climb and balance and learn new skills using a good range of small equipment including balls and hoops. Children eagerly select from the wide range of resources to construct models, play table top games with their friends and make friendship bracelets. Their understanding of the wider world is promoted effectively as they celebrate festivals such as Chinese New Year and Diwali. There are very good opportunities for children to explore other cultures for example, as they taste a variety of Indian foods and design and make Henna patterns. They enjoy visiting the local woodland where they take part in nature walks, discover and learn about the wildlife. They are developing excellent skills for the future and learning about sustainability as they grow flowers and vegetables in the attractive garden area. They carefully harvest their vegetables and use these to make a range of healthy snacks and sandwiches. This helps to develop their understanding of the importance of a well balanced diet and how plants grow. Fresh fruit is available at all times in all areas and children are encouraged to help themselves to fresh cool drinking water from water dispensers.

Children have an excellent understanding of how to keep safe and regular fire practises ensure that they know what to do in an emergency. Visits from road safety officers reinforce their understanding of keeping safe. Staff are excellent role models and through their positive gentle handling of children, they provide a busy yet calm environment. Consequently, children are polite, kind and thoughtful towards each other. Their behaviour is exemplary.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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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