

# The Grange Playcentre

Inspection report for early years provision

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EY233794

**Inspection date**

11/04/2012

**Inspector**

Lorraine Sparey

**Setting address**

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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**

The Grange Playcentre was registered in 2003. It is owned and managed by the London Borough of Sutton. It operates from a single storey building in the grounds of Beddington Park in Sutton. The Grange operates an after school club and a holiday playscheme.

The Grange is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Grange is registered to care for 48 children aged four to eight years. Older children up to the age of 12 may attend. There is one large playroom, a sensory room and a multipurpose room available for the children. The grounds outside are fully enclosed, providing children with a range of fixed apparatus in park land surroundings.

The Grange operates from 3.15pm until 6pm during school term times and during the holidays from 7.30am until 6pm. Children may attend for the full day or sessions from 9.30am until 12.30pm or 2pm until 5pm. There are 90 children on roll and of these, seven were in the early years age group.

The Grange supports children with special educational needs and/or disabilities. The manager is supernumerary and works with five other contracted staff members, all of whom are appropriately qualified. There are also a number of fully vetted, casual staff members who work directly with the children.

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

Overall the quality of the provision is outstanding.

Children participate in a generally extensive range of activities and play opportunities tailored to their individual needs. Staff provide an exceptionally inclusive environment where children are encouraged to reach their full potential. Children's individual needs are excellently met through enthusiastic and committed staff working closely with parents and others. There are highly effective systems in place to ensure that everyone is involved in the decision-making. Consequently, the setting is well placed to maintain continuous improvement and provide high-quality outcomes for children.

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

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

- strengthening opportunities for children to use writing in their play with particular regard to the outside area.

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

Management and staff have exceptionally clear policies and procedures, enabling staff to safeguard children effectively. All staff are encouraged to attend training on a regular basis to keep their knowledge and understanding up to date. Staff demonstrate an extremely secure knowledge of what to do in the event of a concern regarding the child's welfare. Rigorous and robust recruitment and vetting processes are in place. These enable management to check that all staff working with children are suitable to do so and have the appropriate qualifications. Highly effective systems are in place to identify any additional training needs staff may have to enable them to care for children with complex needs. Extremely successful risk assessments are in place enabling staff to provide a safe, secure and stimulating environment, where children are able to take controlled risks. Staff are exceptionally good at turning potentially negative situations into exciting learning opportunities. For example, a swarm of honeybees arrive in the outdoor area and once staff had sourced information regarding safety they cordoned off the area. They provide children with good quality information about the honeybees and allow them to observe and learn more.

The premises, both indoors and outside, are used exceptionally well to provide an inclusive and vibrant learning environment. Children freely access an extensive range of resources and are encouraged to explore and experiment. There is a very good range of resources providing positive images of our diverse society. Children celebrate a range of festivals throughout the year incorporating many of their cultures and faiths. This provides exceptional learning opportunities for all children in equality and valuing differences. There is a separate play area specifically designed to enable children to take controlled risks and have fun. Highly motivated and exceptionally committed staff work with the children providing excellent levels of support as required. Staff are highly skilled in knowing when to step back and allow children the opportunity to develop their own ideas and problem solve. Consequently, children become confident and independent learners. Both the staff and other children support those children with additional needs exceptionally well.

Highly effective monitoring and evaluating systems are in place, involving everyone in the decision-making. Children have exceptional opportunities to complete questionnaires and talk to key staff or put forward their ideas through the children's committee. Parents are regularly encouraged to complete questionnaires and share with staff how they feel their children are progressing and discuss any areas they would like to see developed. The staff thoroughly respect, value and implement parent's comments. For example, they installed new lighting between the car park and the building. There are regular visits from the local authority and an opportunity to participate in a quality assurance scheme specifically designed for out-of-school clubs. This provides excellent opportunities for staff to critically evaluate the whole of the provision. The leadership team are exceptionally enthusiastic and as a result, the whole staff team is motivated and committed by

the leadership's excellent drive and ambition.

Partnerships with parents and carers are outstanding. Parents feel that the staff support is exceptional. They state that their children benefit considerably from the high levels of support and encouragement in their learning and development. Parents report that the staff really care about the children and that they are extremely happy at the Grange. Staff work exceptionally hard to develop secure and meaningful relationships with the other early years settings such as local schools and early years professionals who are involved with the children. Consequently, there is a cohesive and secure shared approach to children's learning and development.

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

Children thoroughly enjoy their time at The Grange. They are building secure and trusting relationships with other children and the highly committed staff. As a result, children are confident, motivated and independent learners who are extremely keen to demonstrate their new skills. Children participate in an extensive range of activities tailored to their individual needs and interests. For example, some children show interest in animals and staff provide a role play area as a veterinary surgery. Children have opportunities to make dens in the outdoor area using the parachute and other equipment. They demonstrate exceptional confidence in seeking support from the staff as they need it. Children cooperate exceptionally well with each other and show high levels of confidence and self-esteem. During role play they quickly agree their roles, then invite staff and a visiting adult to join in their play. They explain they are playing mummies and daddies, and confidently talk about how they want to develop the game. Children have excellent opportunities to use laptops independently. They have a wide range of materials to encourage their emerging writing skills. There are wipe boards in the outside area attached to the walls and blackboards for children to explore. However, other mark making materials are not always accessible in all areas of the outdoor to encourage use during role play. Children are actively encouraged to use their increasing numeracy skills in the indoor and outdoor environment. They have excellent opportunities to develop their creative skills and to learn about the natural world. For example, all children participate in a project to create an exciting and stimulating growing area in a small area at the back of the building. Children thoroughly enjoy growing spring onions, lettuce, tomatoes and potatoes. They are keen to attend to and care for their vegetables before tasting them. Children are also encouraged to take some of their produce home. A parent comments to staff that they cannot believe their child enjoyed eating several spring onions for their dinner. Children demonstrate outstanding progress in developing the skills that will help them in their future learning.

Staff demonstrate a very secure knowledge of the Early Years Foundation Stage framework. They deliver exciting and stimulating learning opportunities to the children in the after-school and holiday club. Each child has a key worker who is responsible for observing and assessing their progress and working exceptionally

closely with the parent and any other settings. Each child has an individual play plan tailored to their individual and needs, abilities and their interests. As a result, all children are making rapid progress in their learning and development.

Children have innovative opportunities to learn about healthy lifestyles and to support their own health. For example, paramedics visit the club with an ambulance and teach the children basic resuscitation skills and basic first aid. Children thoroughly enjoy exploring the ambulance and talking with the staff about the different equipment. Children benefit considerably from the healthy and nutritious snacks and are regularly encouraged to drink water, particularly after physical exercise. Children follow excellent hygiene routines and know exactly why they wash their hands and how this supports their own health. Children have exceptional opportunities to take controlled risks and learn how to keep themselves safe. A specifically designed area enables all children to explore a wide variety of risks and recognise how to keep themselves safe. Regular evacuation drills enable children to learn how to act in an emergency. Children's behaviour is exemplary. They show consideration to both adults and the other children. Older children are particularly good at supporting younger children in their play and along with the staff are positive role models for them to aspire to. Children have excellent opportunities to learn about their community and the wider world and as a result, they value and respect others.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### 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>            | 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                                | 1 |

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

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <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 |
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|                                                                                                  |     |
|--------------------------------------------------------------------------------------------------|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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