



Play Academy

Inspection report for early years provision

Unique Reference Number	EY330557
Inspection date	21 June 2006
Inspector	Jacqueline Patricia Walter
Setting Address	Calverley C of E Primary School, Town Gate, Calverley, PUDSEY, West Yorkshire, LS28 5NF
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Registered person	Beverley Ann Bruce
Type of inspection	Childcare
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Play Academy Out of School Club is a privately owned provision that offers both before and after school and holiday care. The provision opened in 2006 and operates from three rooms in a building known as the Barn, which is situated in Calverley Church of England Primary school, in Leeds, West Yorkshire. A maximum of 40 children may attend the setting at any one time. The before and after school provision is open from 08.00 until 08.45 and from 15.30 until 17.30 during term time, and during school holidays from 08.00 until 17.30. The children have access to an adjoining school playground.

There are currently 60 children aged from four to 11 years old on-roll. Children attend from the surrounding areas.

The provision employs six staff. Four of the staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because practitioners are active in following most current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff follow appropriate procedures, such as wiping down tables after use, and those responsible for preparing food follow good practice, such as wearing aprons and washing their hands. There is a member of staff who is qualified in first aid available at all times and the first aid kit is appropriately stored and easily available, which helps to ensure that children are able to receive emergency aid at any time. Children are appropriately protected from the spread of infection through a suitable sickness policy. This includes exclusion periods for children if they have infectious conditions and parents being advised that they will need to collect children should they become ill at the setting. However, although there are appropriate systems are in place to administer medication safely, staff do not always store it safely.

Children are well nourished through staff providing healthy and nutritious light meals and snacks. Special dietary needs are successfully met and children are gaining a good understanding about healthy living through themed activity weeks that are linked to healthy living. For example, during the 'Healthy-Week' topic, children were able to enjoy lots of fruit and participate in special activities, such as exercising in the playground. As a result, they know what is healthy food and good exercise and why they need eat it and enjoy it. Children are also developing an appropriate awareness and understanding of good hygiene through engaging in daily routines; for example, on most occasions staff encourage children to wash their hands before eating their food.

Children have good opportunities to enjoy and develop physical skills both inside and outside the setting. They can access an outside play area during good weather and enjoy team games, such as Rounders and Cricket, as well as using bats and balls to devise their individual games. In addition to this and with parents permission they have opportunities to extend their skills by attending specialised football training during one session a week. During inclement weather children enjoy participating in indoor physical games, such as musical chairs and children who attend the holiday club are also able to extend and develop their skills by visiting to a local indoor play centre.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children stay safe most of the time when inside the setting because practitioners take some positive steps to minimise risks; for example, staff have installed and implement a good security system, which ensures that only welcomed visitors can access the building, they have fire equipment appropriately sited and regularly checked, which ensures that they are in working condition. However, they do not implement all the fire authorities recommendations that help to keep children safe; for example, one set of fire doors is continually held open with hooks. In addition to this, although staff individually implement sensible procedures to reduce the risk of accidental injury to children both inside and outside the setting, a risk assessment identifying the risks and actions to be taken on the premises has not been conducted and there are no operational procedures available for staff to follow when taking children on outings. As a result, the safety actions taken by staff are not always consistent and children are then put at risk.

Children's safety is compromised as a result of medication not being stored appropriately. For example, despite a high cupboard and a fridge being available, it is left on a low windowsill, where children can easily access it. This puts children's health and safety at risk.

Staff support children's understanding and learning in keeping themselves safe appropriately through talking to them and ensuring that they participate in regularly activities and routines that help develop their understanding. For example, children participate in drills, such as the emergency evacuation drill. As a result, most children have a good understanding of how to keep themselves safe if there is a fire. Staff implement regular checking and cleaning routines and ensure that equipment and activities are appropriately organised and safely set out before they arrive, which enables children to independently and safely access them and develop an appropriate sense of belonging.

Most staff have suitable knowledge of the possible signs of child abuse; for example, they are aware of symptoms in all the four areas of abuse, such as physical bruising, which is consistent or unusual and dramatic changes to a child's normal behaviour. However, staff are not fully secure with the procedures to follow if concerns are raised; for example, they are unsure of whom they talk to when the designated person is unavailable and in the system used for recording any concerns. This puts both children and the staff in a vulnerable and compromising position.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The planning of activities has temporarily ceased due to the reorganisation of the setting. However, staff still ensure that children are able to acquire new knowledge and skills through a good and sufficient age-appropriate selection of toys, equipment and activities, which reflect all areas of play. For example, children are able to enjoy taking part in board games, watching DVD's of their choice, making masks as part of

art and craft activities and participating in stimulating trips, such as a visit to the Eureka museum. As a result, children are all busy and interested in their surroundings, and some demonstrate particular keenness to participate in favourite activities, such as football training.

Most children are quite confident and self-assured in expressing views and feelings with both staff and visitors; for example, older child introduce themselves to visitors requesting their names and others are confident in informing staff of their wishes regarding their food. They are happy and settle quickly and well, and are familiar with routines on entering the session, which offer them safety and security. For example, they independently hang up their coats, change clothing for specific sporting activities or sit down in preparation for the registration and snack activities.

Children have positive and friendly relationships with staff and their peers. Staff are fully aware of individual children's needs and take their interests into account when planning activities. For example, when funding recently became available, the children's interest in football coaching was acknowledged and they were given opportunities to participate in training provided by another organisation. Staff engage in some good interaction; for example, they actively encourage children to use their imagination by playing alongside them with small world toys and talk to them about what and how they are going to do things.

Helping children make a positive contribution

The provision is satisfactory.

Relationships with parents are professional and friendly. Staff work appropriately with parents, and as a result, children's individual needs are successfully met. Parents are made welcome and appropriate information is collected and shared appropriately through policies and procedures, and through general discussion. Individual information on the children's day is shared verbally at the end of sessions, which promotes consistency and continuity in the children's care. However, although staff have a policy and procedure regarding complaints in place, it does not reflect the recent changes in legislation.

Children behave well and are familiar and comply with safety, health and care routines; for example, they are familiar with the need to form lines to be escorted to and from the school field and know this is done for their safety. They are gaining an appropriate understanding of how to manage their own behaviour, and what is right and wrong, through clear and consistent strategies used by staff. For example, lots of praise is offered for effort as well as achievement to encourage their positive behaviour and the use of waiting lists to promote the sharing of equipment, encourages them to negotiate with others and take turns. Children are able to make some choices and decisions, although this is mainly restricted to when and what activities they choose to do.

Children are gaining an appropriate awareness of their local environment and the diversity of the wider world through suitable selection of resources and activities that promote positive images of culture, religion and disabilities. For example, they can access puzzles that reflect positive images of children with disabilities, cultural dolls,

and art and craft activities that reflect different festivals. They have opportunities to go on trips using local facilities; for example, children from the holiday club sometimes enjoy a lunch at the local indoor play centre. In addition to this, staff ensure that the setting reflects the wider society by welcoming both children and staff from other cultures and encourage the children to form positive relationships.

Organisation

The organisation is inadequate.

There are some good procedures in place to ensure that some staff are appropriately recruited and have the necessary knowledge and experience to undertake their roles. For example, interviews are held where qualifications are checked, vetting checks and references are taken up by the registered person and basic induction courses are undertaken with all new staff. This helps to ensure that children are safe and protected. Staff organise space and resources appropriately, which allows children to develop choice and decision making skills. They use time appropriately and deploy themselves well, and as a result, children are supervised appropriately, supported in their play and have opportunities to develop and extend their own learning.

Some policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, staff are unsure of some child protection procedures and some policy documentation, particularly regarding children's safety is not devised, maintained appropriately or reflects the latest legislation. In addition to this, the children's record of attendance in the before and after school provision does not show arrival and departure times. These issues promote inconsistency in care, and in some cases, compromises children's welfare. Staff are also in breach of regulations as not all the supervisors in charge of both the holiday club and out of school provision have the required level in childcare qualifications. This means that they have limited knowledge and understanding of good quality childcare and learning, and are unable to fully support and promote children in developing to their potential.

The provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure medication is made inaccessible to children
- ensure fire recommendations are complied with
- ensure staff are aware of child protection issues and are able to implement policies and procedures in the absence of the designated staff member
- ensure that all supervisors have a level three qualification
- ensure that the policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare and care of the children, are maintained appropriately.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk