



The Playstation

Inspection report for early years provision

Unique Reference Number	512772
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Type of inspection	Childcare
Type of 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Playstation out of school club opened in 2001. It is based in Gibside Primary School in Whickham, Gateshead. Rooms used include the main hall, sensory room, soft play area and food technology room. Outdoor facilities include the fully enclosed playground in the middle of the building and the larger main playground. The setting provides after school care for children with disabilities and learning difficulties. The children come from the host school and one other school in the area.

The group opens Monday to Friday from 15.30 to 18.00, in term-time only. This time includes an optional service for parents to have their children taken home in the school's minibus. A maximum of 20 children may attend the setting at any one time. There are currently 26 children on roll. There are 10 members of staff who work in the group on a rota basis. All work directly with the children and work at the host school during the day. They all hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children eat appetising snacks and light meals, such as toast or pizza. This ensures that they remain satisfied and comfortable during their time at the setting. The children sit with staff when they eat. This helps the children to feel supported and secure. The children's individual needs and preferences are given very good priority. For example, some of the children choose to lie on the floor at snack time rather than sit at the table. This highly effective approach enables the children to enjoy eating and drinking in their own way.

Very good opportunities for exercise are in place. The children practise a range of movements, such as running, rolling and sliding, when they use soft play equipment. The children have great fun in the very well equipped outdoor play area. They chase their friends around and ride about on bikes and scooters. Vigorous exercise such as this benefits the children's physical development and encourages them to be active.

Effective practices help the children to develop good personal hygiene. For example, some of the children automatically wash their hands after using the bathroom and before a snack. Others do so with the help of staff. Alongside of this, sensible arrangements are in place to deal with children who are ill. These arrangements minimise the spread of infection and common illnesses.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Fire drills have been adapted to allow all the children to take part without any fear or distress. These 'silent drills' take place frequently so that the children become familiar with routines that help them to stay safe in an emergency. Staff's awareness of child protection issues and their careful supervision of the children, ensure that the children are protected from dangerous situations and unsuitable people.

The children use an excellent range of top quality equipment that is appropriate to their developmental stage. It is easily accessible to them to enable them to make safe choices. Weekly checks and regular cleaning ensure that the children handle items are safe and hygienic. Daily risk assessment helps staff to identify potential hazards. This minimises any environmental risk to the children.

The environment is well lit, well ventilated and very welcoming to young children. It is purpose built so children spend their time in an environment that is highly suitable to their needs. All areas are very well organised and give the children ample floor space to move around in. This teaches the children how to negotiate space safely.

Helping children achieve well and enjoy what they do

The provision is good.

The very well balanced routine gives children a sense of security and ensures that they benefit from a range of experiences. For example at the beginning of the session, the children are very busy and energetic when they play outside or on the soft play equipment. During snack time the children gain valuable social skills when they sit together at the table and practise good manners, such as saying 'please' and 'thank you'. The beautifully equipped sensory room, offers the children the chance to relax and unwind when they feel stressed or upset. This, along with the strong bonds that they form with staff, ensures that the children are well settled and happy when they attend the group.

The children have excellent outdoor play opportunities. For example, they develop their sensory skills in the garden where they smell a range of herbs and shrubs. They hear the sound of chimes moving about in the breeze. They feel the sensation of walking over large pebbles and other ground surfaces. The children have great fun and develop body awareness when they study their reflection in convex, concave and standard mirrors. Team games, such as 'What Time is it Mister Wolf?', encourage the children to play together and give them ample scope in which to enjoy themselves.

Helping children make a positive contribution

The provision is good.

Highly effective techniques help the children to learn acceptable ways to behave. For example, when the children do something positive, they receive praise and recognition from staff. This reinforces the message that good behaviour is best. Staff explain, where it is appropriate to do so, why negative behaviour is unacceptable. This teaches the children right from wrong. The children like to help and carry out simple tasks. For example, they give out biscuits and help staff to wash up after snack. These opportunities teach the children responsibility and encourage the development of positive personal qualities, such as helpfulness.

The children get first hand experience of disability and of varying abilities through mixing with their peers. They gain increasing awareness of their own capabilities through taking part in the range of activities available to them. They form positive views of gender, ethnicity and culture, when they read books and look at wall posters showing bright illustrations of people from this and other countries. The children enjoy celebrating a range of festivals, such as Christmas, Divali and Chinese New Year. These experiences increase the children's knowledge and understanding of the world and help them to form positive views of diversity.

Partnership with parents and carers is good. A dedicated notice board contains important information, such as holiday periods and daily routines. An informative pamphlet is given to parents before the children start, which helps parents to understand the aims and objectives of the group. Daily discussions take place between staff, parents and carers, to keep all parties abreast of the children's recent experiences. This enables them to work together to meet the needs of the children as fully as possible.

Organisation

The organisation is good.

Records are well organised and readily available for inspection. They are reviewed regularly to ensure accuracy and relevance. Documentation is stored securely on site to protect confidentiality. Parents have access to the children's files on request so that they are fully aware of the children's progress. The correct registration certificate is not displayed.

All staff hold appropriate qualifications. Alongside of this, they take part in relevant training courses, such as child protection, behaviour management and sign language. This ensures that staff keep abreast of current trends in child care. Staff are very clear about their roles and responsibilities. They work well together as a team and clearly enjoy their work. Consequently, the daily routine runs smoothly and efficiently.

Rigorous recruitment procedures ensure that only suitable people work with the children. This contributes to the children's ongoing safety. Similarly, there are appropriate arrangements in place for the safe arrival and collection of the children and very good staffing ratios. The areas used by the children are well organised and very well resourced, so children receive sufficient stimulation during their time at the setting.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The setting was asked to include on the register, details of when children were no longer the responsibility of staff. The register now includes all necessary information. This step has improved the way in which children's attendance is recorded and contributes to the efficient running of the setting on a day to day basis.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- display the correct registration certificate.

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