

The Playshelter at Snowfields

Inspection report for early years provision

Unique Reference Number	EY258334
Inspection date	03 July 2008
Inspector	Silvia Richardson
Setting Address	Snowfields Primary School, Kirby Grove, London, SE1 3TD
Telephone number	0207 525 9065
E-mail	snowfields_admin@lineone.net
Registered person	The Playshelter Ltd.
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 Play Shelter at Snowfields was registered in 2004. It operates from Snowfields Primary School in the London Borough of Southwark. The provision is privately run and offers a breakfast club, half-term holiday play scheme during the Easter and summer terms and full day care in the school summer holidays. The Play Shelter provides a service for children from various schools in Southwark. They have sole use of a classroom for the breakfast club, two activity rooms, a large hall and a large structured, secure, outdoor playground. There are good public transport services running close by at London Bridge.

The Play Shelter breakfast club is open Monday to Friday during term-time, from 07:30 to 09:00. During half-term and summer holidays, The Play Shelter is open from 08:00 to 18:00. The Play Shelter is registered to provide care for a maximum of 40 children aged from four years to under eight years at any one time and includes children aged up to eleven years. There are currently around eight children a session attending the breakfast club with around 35 children on roll. Numbers on roll for the school holidays are approximately 40. The setting supports children with learning difficulties and/or disabilities and children for whom English as an additional language.

There are two staff working with the children at the breakfast club and nine staff working with the children during the school holidays. All staff, including the manager, hold relevant qualifications and more than half of the staff hold current first aid certificates. Some staff are also trained in food handling and hygiene. There are additional specialist tutors in performing arts. The setting receives support and training opportunities through Southwark early years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The setting promotes the good health of children effectively, through encouraging good personal hygiene routines, offering nutritious meals and snacks and good opportunities for outside play. Children wash their hands before coming in for breakfast and choose from a selection of healthy options. They enjoy sitting together while eating a good breakfast of cereal, toast, fresh fruit and milk or juice. Adults actively encourage children to eat fruit and offer more to them while they are playing games at the other tables, promoting their health and ensuring they have a good start to the day. The setting for breakfast is relaxed and pleasant, with a suitable cloth on the table and children using crockery plates and bowls, enhancing the breakfast experience. Arrangements effectively promote children's health, because adults follow good hygiene routines when handling and preparing food, such as wearing aprons and disposable gloves. The kitchen area is clean and hygienically maintained, promoting children's health. Adults are trained in first aid and appropriate records are kept. Children have opportunities to enjoy fresh air and exercise before the school day begins, because with written parental agreement, they are taken down to the play ground at least fifteen minutes before the bell rings. During the school holidays, an additional range of sporting activities are offered to children, helping them to gain physical skills and enjoy an active lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and move around the setting safely, because the adults create and maintain a tidy and orderly environment, that minimises risks and hazards, such as ensuring chairs are neatly tucked in under tables and that there are no trailing leads or flexes from electrical appliances. The cooker, microwave, kettle and toaster are positioned against a wall, behind a counter, so children do not have direct access to these while adults are cooking, promoting their safety. Children do walk behind the counter to place used crockery and cutlery in the sink, after breakfast, but adults have finished cooking by this time. The fire blanket is not fitted according to manufacturers instructions or easily accessible in the kitchen, so adults are less able to respond efficiently and effectively in the event of a fire, compromising children's safety. There is a procedure in place, for safe evacuation of the premises in an emergency. Children use the stairs safely, because adults supervise children closely and have rules in place for safe conduct on the stairs. Children are kept safe and protected should safeguarding concerns arise, because there is a lot of information available to adults, so that they know what to look out for and know how to record, report and make an appropriate referral to care services if worried.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, because adults create a welcoming and relaxed atmosphere. The classroom for the breakfast club is bright and sunny with natural light and breakfast time radio is played in the background, helping to convey a homely feel. Adults are warm and caring, talking gently and calmly to the children, so that they feel comfortable and confident in the setting. Children play happily, because the room is well set out, with a suitable range of games and activities of real interest to the children. They enjoy sitting together at tables, threading beads, playing board games, such as Ludo, snakes and ladders and 'guess who', and drawing and colouring. Children play very well together and there is a lot of laughter, because children are relaxed and enjoy opportunities to play with their friends. Also children are very well supported by the adults caring for them, who sit and play with them and talk to them. Adults praise children, helping them to feel good about themselves and their achievements. The breakfast club is providing children with a very positive start to the day, promoting their welfare and well-being. During the school holidays, children's play and learning opportunities are extended and include drama and performing arts, media workshops, art and craft activities and a range of sporting experiences, meeting their all round needs.

Helping children make a positive contribution

The provision is good.

Children are made very welcome through adults greeting them cheerfully by name and asking them how they are. They provide opportunities for children to chat and ask them what they would like for breakfast, allowing children to make choices from the range of healthy breakfast foods and drinks. Children settle quickly to play and then relax and enjoy sitting at the table with others for breakfast, enjoying a real sense of belonging. Adults create an inclusive environment, so that all children feel involved and a part of the setting. Children make a positive contribution, tidying away after themselves, taking their crockery to the sink, fruit skins to the bin and help to wipe the table. Adults reinforce polite manners and social skills, praising children whenever they demonstrate desirable behaviour, such as when children say 'please' and 'thank you'. There is an equal opportunity policy and children with learning difficulties and/or disabilities are fully integrated into the setting. A range of resources reflect diversity, helping children develop a positive identity and respect for differences. There is some helpful information attractively displayed for parents and carers, on the notice board, keeping them well informed of policies and activities for the children. Records, such as an accident sheet, are sent home to parents/carers, keeping them informed of anything that happens in the setting. Adults also maintain good communication with parents/carers by phoning them, promoting children's welfare.

Organisation

The organisation is good.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified staff and assistants are employed, so that children receive good levels of support and supervision. Records, policies and procedures are in place ensuring the safe and efficient management of the setting. These are implemented effectively, so that the welfare, care and learning of the children are actively promoted. The setting is very organised so that children's needs are met well. They are able to enjoy breakfast and have fun, playing games and making things before school. The classroom is well set out, so that children can see and choose what

they would like for breakfast and with what they would like to play. Tables are effectively grouped together with sufficient chairs and resources, so that children experience satisfying group play opportunities. Adults are deployed effectively, so that children receive plenty of help and assistance as required. Adults are warm and nurturing, so that children are settled and secure, promoting their well-being. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the provider has conducted and recorded fire drills and keeps a written record of risk assessments, including action plans with timescales, promoting children's safety. The provider ensures that parents sign the accident book entries, promoting partnerships and the children's welfare. Ofsted is notified of any changes of adults working on the premises, ensuring suitability.

Complaints since the last inspection

Since the last inspection 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 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.

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 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):

- improve fire safety precautions, ensuring the fire blanket is easily accessible in the kitchen and fitted according to manufacturers instructions

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk