

Playtime Pals

Inspection report for early years provision

Unique reference number	EY372929
Inspection date	27/10/2008
Inspector	Lucy Showell

Setting address	Hatchford Brook Junior & Infant School, Old Lode Lane, SOLIHULL, West Midlands, B92 8LW
Telephone number	0121 7434691
Email	playtimepals@hotmail.co.uk
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Playtime Pals opened in 2008. It is one of two privately owned settings run by the same provider. This provision operates from two school halls which are accessed via three wide steps into the main entrance of the school and the nursery building which has ramp access within Hatchford Brook junior and infant school in Solihull. The setting serves the local area and has strong links with the school and has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There are fully enclosed play areas available for outdoor play.

This provision is registered by Ofsted on the Early Years, Compulsory and Voluntary Childcare Registers. A maximum of 56 children aged three to eight years may attend the out of school club or play scheme and a maximum of 24 children may attend the wrap-around provision at any one time. The group opens five days a week during school term times offering out of school sessions from 07.45 to 09.00 and 15.20 to 18.00 and nursery wrap-around facilities from 11.30 to 15.20. The setting also offers care within the school holidays and school inset days from 08.00 to 18.00.

The setting employs five permanent members of child care staff. Of these, the manager/owner has qualified teacher status and three members of staff hold appropriate early years qualifications. There are also additional qualified and unqualified casual staff who provide cover when necessary. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Good relationships are fostered between caring staff and happy children in this welcoming and homely environment. Staff have secure knowledge of the Early Years Foundation Stage (EYFS) and have clear understanding of the requirements to support all children's individual needs. Staff demonstrate good capacity for continuous improvement through effective systems of self-evaluation and robust management of strengths and weaknesses. Their good practice is supported by a range of comprehensive written information which is shared with parents, although some policies and procedures lack necessary detail.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use systematic observations and assessments of each child's achievements, interests and learning styles, to identify learning priorities and plan relevant and motivating learning experiences which match to the expectations of the early learning goals
- ensure the safeguarding policy clearly states the procedure to be followed in the event of an allegation being made against a member of staff

- ensure there is an effective policy which includes information about how the SEN Code of Practice is put into practice and the name of the Special Educational Needs Coordinator.

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements. The appropriate systems in place for recruitment and clear vetting procedures ensure children are safeguarded by suitable adults. Regular meetings between the setting and school staff, providing opportunity to discuss relevant issues and express opinions, ensure a consistent approach for all children who attend. Some useful documentation such as, prospectus, complaints information and records of accidents and medication are in place. However, the child protection policy does not include information regarding allegations against staff, although good knowledge of the procedures to follow is expressed verbally.

There are strong relationships with parents and carers which are promoted through daily feedback and useful information such as newsletters and the children's creations are shared effectively. Parents are involved within the setting as their views are listened to and acted upon when they complete comment sheets regarding food and art activities, they place these ideas in the suggestions box or carryout questionnaires devised by staff.

The setting has a close working relationship with the school staff. For example, information is shared regarding particular children and families where necessary and activities for current topics and school themes such as 'fire-safety week' and 'anti-bullying week' are consistent. Staff have good understanding of the importance of sharing information appropriately and discussing with parents before involvement with external agencies or services. However, the written documentation does not identify the name of the Special Educational Needs Coordinator or fully inform about the setting's provision for children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children's overall welfare is actively promoted as they are welcomed to the setting by their key worker into their familiar groups. Good health is promoted as parents are encouraged to provide healthy contents in the lunch boxes and appropriate fresh fruit and savoury snacks and free access to drinks ensure children are suitably refreshed.

Children in the EYFS age group are provided with opportunities to reach their potential through suitable interaction and appropriate questioning which challenge and extend their learning. Some systematic and opportune observations of children's interests and progress across the six areas of development have been undertaken and some information is gained from parents regarding children's starting points. However, this is not used fully to plan experiences for children's next steps and build a foundation for future development.

Daily activities are planned with regards to current themes for all children in the out of school provision to participate if they wish. They are able to self-select activities from a good range set out by staff and have some ability to access resources independently with safe supervision. Space is organised effectively to meet the needs of all children and provides for varied play opportunities. For example, during school holidays in the hall there are areas for physical play such as table tennis and swing ball, a role-play area decorated with samples of the children's own work and colourful posters linking to current themes, table-top art activities, carpets and mats laid out with a wide variety of construction and small-world items and a comfortable seating area for quiet and relaxing moments.

The outdoor areas are used well as children access these freely during every session. They appreciate the fresh air whilst playing in the 'rainbow garden' and develop good understanding as they ensure they have suitable clothing such as protective pads when using the skateboards and bikes on the grass and playground space. Enjoyable team or group games such as football, volleyball and parachute games support good interaction and build positive friendships and for less confident children, encouragement to umpire or assist in the proceedings increases self-confidence. Children show good awareness of their own and the needs of others as they remain calm during safety drills, minimise risks through tidying up and develop 'club rules' with relevant and age-appropriate consequences for inappropriate actions. Their ideas are valued as they suggest drawing competitions or plan and perform 'shows' for their peers and enjoy rewards as they win the 'daily group challenge' or for particular individual achievements.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.