

Playsafe Limited

Inspection report for early years provision

Unique reference number

EY384328

Inspection date

20/01/2009

Inspector

Andrea, Jane Lockyer

Setting address

South Gosforth First School, Alnmouth Drive, NEWCASTLE
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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).

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.

Description of the setting

Playsafe Limited has been registered since September 2008 by a limited company. It operates from South Gosforth First School, which is situated in a residential area in Gosforth, Newcastle upon Tyne. Local amenities and public transport systems are within walking distance. The club operates from the school hall and has access to the adjacent sports hall, the parents room and to an enclosed outdoor playground and field. The premises are suitable for people with a disability. The club is open from Monday to Friday during school term time, from 08.00 to 09.00 and from 15.15 to 18.00. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll. Children attending the provision are from South Gosforth First and Middle Schools. There are seven staff who work directly with the children all staff are qualified to either National Vocational level two or three. The group receive training and support from the local authority.

Overall effectiveness of the early years provision

Staff provide a happy, relaxed and welcoming environment for children and their families, where they feel valued and included. Effective relationships with parents and school staff ensure that children's individual needs are met very well. Staff provide a good range of activities which complement children's learning at school. However, planning and the organisation of activities is not yet effective in promoting all areas of learning. Effective systems are in place to ensure children's safety both in and out of the premises. Staff are fully committed to improving their practice.

What steps need to be taken to improve provision further?

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

- extend staff's knowledge of the areas of learning so that planning effectively promotes and extends all areas of children's learning
- organise resources to promote children's independence and spontaneous choice
- provide children with a range of opportunities and resources to raise their awareness of diversity.

The leadership and management of the early years provision

Children's safety plays a high priority in the setting. Staff carry out effective risk assessments to ensure children remain free from harm. Robust recruitment procedures and a continuous staff development programme means that children are cared for by suitable, well qualified adults. Core training and a comprehensive policy ensures that staff are secure in their knowledge of how to safeguard children's welfare. A good induction programme and regular meetings ensure that

staff are fully aware of their roles and responsibilities. They effectively implement a comprehensive range of policies and procedures to ensure children's care, welfare and learning are promoted. Staff demonstrate enthusiasm and an ongoing commitment to further develop their skills and knowledge to improve outcomes for children. They are supported well by a motivated management team.

Management and staff monitor the provision through observations, parent and children questionnaires and the local authority 'Quality Standards for Groups'. Clear targets for improvement have been clearly identified, such as improving the outdoor learning environment, extending staff training, and improving opportunities for children to raise their awareness of diversity.

Effective links have been made with the schools that children attend, ensuring that their individual needs are continually met and their learning is complemented whilst at the after school club. Parents receive good quality information about the provision and the care, welfare and learning of their children. All parents are provided with a welcome pack, which includes copies of all policies and procedures. Discussions take place between staff and parents prior to children attending to complete registration forms detailing comprehensive information about children's individual needs. Questionnaires are provided for parents to seek their views about the provision and for them to make suggestions for improvements.

The quality and standards of the early years provision

Children thoroughly enjoy their time at the setting. They arrive happily, quickly self register and are eager to go outside and play. Children clearly have very good relationships with the staff as they laugh and talk together. They are confident to express themselves and engage staff in their play and conversations, for example, as they play cricket and talk about their day at school. Staff are quick to recognise if children are a little apprehensive in joining in outdoor activities and invite them to join in or play individually with staff, helping to promote their self-esteem and confidence.

Staff plan a flexible range of activities for children, taking into account what they enjoy and their interests. They actively seek children's views by involving them in the planning. Emphasis is placed on sports, arts, crafts and leisure time. Staff are fully aware that children have spent the day in school and need time to relax and enjoy themselves at the after school club. Children enjoy a good variety of activities which cover most areas of learning, such as experimenting with magnets, sharing board games, constructing models, leaf hunting, acting, singing, dancing and exploring a variety of creative activities. However, staff are not yet fully secure in their knowledge of the areas of learning to ensure that all areas are promoted effectively to extend children's learning.

Children are able to make choices from the range of activities they have chosen and those selected by staff. However, because resources are stored in the staff room and brought out by staff, this limits children's spontaneous choice and independent access to resources. Staff are starting to make observations of younger children's progress and linking into the early learning goals, so that they

can plan to extend individual children's learning.

Children enjoy a healthy and varied range of snacks that contribute towards a good diet. They are developing a good understanding of healthy eating as they are involved in planning menus and take part in healthy eating topics. Good hygiene practices are promoted to ensure children are protected from cross infection and play with clean, well maintained equipment.

Sensitive discussions about differences and respect for one another help children to value differences and promote an anti-discriminatory environment. They have enjoyed celebrating some different cultural festivals, such as Chinese New Year and Divali, and enjoyed a topic about different countries. However, there are limited resources available for children to raise their awareness of diversity.

Staff actively promote children's awareness of how to keep themselves safe. They involve children in fire drills, have conversations about the danger of strangers and how to cross roads safely. Children are reminded by staff to be careful and be aware of others when playing outside and in the hall, so as not to cause accidents.

Staff are positive role models for children and provide a caring happy environment. Children are very responsive to staff requests and are eager to help. They have good opportunities to socialise with each other and make friends, which is actively encouraged by staff. All children behave well and are developing strong relationships with one another.

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?	3
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?	3
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

There have been no complaints made to Ofsted since registration.

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.