

# Stay and Play

Inspection report for early years provision

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**Unique reference number** 501492  
**Inspection date** 15/01/2009  
**Inspector** Anthony Anderson

**Setting address** Tithe Barn Primary School, Mauldeth Road, Stockport,  
Cheshire, SK4 3NG

**Telephone number** 0161 432 4941

**Email**

**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

Stay and Play has been an out of school group since 1997. It operates from Tithebarn School in the Heaton Mersey area of Stockport and caters for children who attend this school. The group operates from a single classroom located in the school playground. They also have additional space, including access to the computer suite, within the main school building. Outdoor play is provided in the school playground. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is permitted to care for 32 children at any one time. There are currently 63 children on roll who attend for a variety of sessions each week. Stay and Play runs from Monday to Friday, from 15.15 until 17.45, during term time only. There are eight staff members who care for the children, of whom four hold relevant qualifications.

## Overall effectiveness of the early years provision

The after school club provides satisfactory support for children in the Early Years Foundation Stage (EYFS). The setting is warm and inviting and the experienced staff make good additional use of the main school's facilities to enhance the provision. They are careful to ensure that all children are included in the activities. The key worker system for EYFS children is not yet fully implemented. Systems of planning are mostly informal for EYFS children and very few records are kept of their day-to-day progress and development. Although safeguarding checks linked to staff recruitment are in place, there are some inconsistencies in the present systems and procedures. Most welfare and health and safety systems are well documented and implemented but the daily site risk assessments are not recorded. The main recommendations from the last inspection have been addressed. The setting demonstrates satisfactory levels of self-evaluation but these are too informal. It has satisfactory capacity to improve.

## What steps need to be taken to improve provision further?

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

- improve the levels of planning, observation and assessment for all EYFS children
- ensure that the daily risk assessments within the setting are recorded
- ensure that the systems of safeguarding consistently demonstrate that all relevant staff have checks which meet with the latest national guidelines
- complete the implementation of a key worker system
- improve the systems of self-evaluation so that they lead to continuous improvement

## **The leadership and management of the early years provision**

The leadership and management of the setting are satisfactory. Staff are suitably trained and qualified for their respective roles, and the ratio between adults and children meets statutory requirements. Staff work well as a team to provide a warm and inviting environment in which EYFS children exhibit positive attitudes and enjoyment.

Most policies and procedures meet national guidelines but the frequent risk assessments undertaken in and around the setting are not recorded. Although systems are in place to ensure safe recruitment of staff, the attendant documentation does not fully meet the latest national guidelines. Medical and first aid procedures are well documented and practised and staff undertake appropriate training. They undergo informal appraisals and are invited to suggest any areas of potential additional training which may assist them in their own professional development. The management and staff help to create a warm and friendly environment for children, but the setting has not yet completed the allocation of a key worker to each child as required by the new EYFS framework.

The setting's procedures for regular self-evaluation of its provision and how this ensures continuous improvement are at a very early stage of development. The monitoring and assessment systems linked to the progress young children make are very informal and do not yet link to day-to-day planning or to the next steps which EYFS children may need to take. However, staff do frequently share their informal observations about the progress made by EYFS children with parents and, particularly, with key staff at the school. The setting's links with parents are good. They are regularly consulted and informed through day-to-day visits, discussions and the noticeboard which provides them with a variety of information and updates about any special events. The setting's links with the main school are strong and have a positive impact on children's progress and enjoyment.

## **The quality and standards of the early years provision**

The out of school club's provision is satisfactory. Children demonstrate by their happy and smiling faces that they enjoy their time at the club, and they say that staff are always friendly and helpful. Day-to-day organisation is largely informal. Staff provide effective role models and are deployed well to ensure that children make maximum use of the wide range of activities and facilities, indoors and outdoors. There is a key focus on fun and enjoyment as a means of ensuring that children are fully occupied and enjoy their time in the setting.

After a snack, when they are able to choose from a range of healthy food and drinks, children have further opportunities to make choices from activities both inside and outside, all of which are well prepared and supervised to ensure the children's safety. Staff encourage the children to wash their hands before eating and after visiting the toilet. Some children enjoy organised games in the school playground whilst others make good use of the main school's computer suite. One group clearly relished the opportunity to help their leaders to bake some cakes

while others were well occupied and supervised with a further range of opportunities, such as colouring, board games and pompom making in the main setting. Older children exhibit good relationships and play well with their younger EYFS friends. Young children behave well and display good relationships with each other and with members of staff. They make a satisfactory contribution to the setting's community and there are some positive links to their future development and well-being

Written records of children's work and activities are very limited and there is no formal system through which to observe, assess and plan future activities for EYFS children. Staff make opportunities to engage, question and encourage young children to develop their speaking and listening skills. However, this practice is predominantly informal and is not utilised sufficiently well to enhance the learning and development opportunities of EYFS children in the setting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3

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](http://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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 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.