

Galton Village Playcentre

Inspection report for early years provision

Unique reference number	EY265949
Inspection date	21/03/2009
Inspector	Diane Ashplant
Setting address	25 Woodland Drive, Smethwick, West Midlands, B66 1JF
Telephone number	07811 238 831
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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

Galton Village Playcentre has been operating for 30 years. It was relocated in 2003 to its current premises on the ground floor of a three storey house in the Galton area of Smethwick. The centre is one of several different provisions run by the Sandwell Adventure Play Association (S.A.P.A) and is open from 15.15 to 18.15 term-time only and from 11.00 to 14.00 in the school holidays. There is a level access entrance to the hall. The outdoor play area is currently excluded from registration. The setting is registered to care for a maximum of 16 children from four to 14 and there are currently 91 on roll of which four are in the early years age range. The play centre is organised on an open access basis. The setting currently supports children with learning difficulties/ disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are two staff who work with the children and both hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The children enter happily into this welcoming environment where they have a range of play opportunities to engage them as they relax after school. Staff know children well and provide an inclusive service which meets children's individual needs. The staff show a commitment to supporting their professional development through attending a range of different training and are developing their understanding of the Early Years Foundation Stage. Staff seek to work in partnership with parents and are beginning to make some links with other early years settings to help support outcomes for children. There are systems in place to evaluate the effectiveness of the provision and identify action for future improvement.

What steps need to be taken to improve provision further?

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

- review the provision of snacks and the daily routines with regard to hand washing to promote the good health of the children
- review the risk assessment regarding action taken to protect children from uncovered sockets and trailing leads
- review further procedures for managing children's behaviour taking into account their stages of development and individual needs
- develop further systems for observing and assessing children's interests and capabilities to inform the planning for their next steps
- ensure the policy on equality of opportunities includes a named Special Educational Needs Co-ordinator.

The leadership and management of the early years provision

Children enter with enthusiasm into this setting where they form good relationships with the staff and where their general welfare and development is promoted. Daily practice is supported by appropriate documentation such as the attendance register and a collection of written policies which are currently being updated. There are sound recruitment and selection procedures in place to ensure the suitability of the staff who work with the children. The club is organised to meet the needs of local children and managed by experienced staff who offer a committed service to these children. Consequently, children feel comfortable in their care and come in regularly for a chat or return to visit and share news long after they have left. Staff work well together and have attended a range of training to maintain their knowledge and practice. All the recommendations from the last inspection have been met. Staff regularly consult with the children and seek the views of parents through discussion and the use of questionnaires. They have also used the Ofsted self-evaluation form to review their provision.

Staff are friendly and approachable and always available to talk with parents although as this is an open access scheme some parental contact is limited. However, essential information is taken from all parents on the contract to ensure that children's welfare is safeguarded and craft items are regularly sent home so that parents can share in what their children have done. For example, children were eager to collect and take home their Mother's Day cards. The club receives support from the local development worker and is currently trying to liaise with the school to improve outcomes for children.

Children are generally well safeguarded as staff are aware of potential hazards and have taken appropriate action to address most of them. They ensure the building is carefully secured and complete a daily risk check to maintain standards. Staff are aware of the necessary procedures to protect children, such as regular fire drills and make sure that children only arrive and leave independently if they have written parental permission. Staff have a good awareness of their role and responsibilities as regards protecting children from harm or neglect and have undertaken recent training to update their knowledge in this area.

The quality and standards of the early years provision

Children enter happily into this club where they feel secure and welcomed and know the staff well. They move confidently around the space available and engage in activities such as soft ball and table air hockey to promote their physical skills. Children have free access to drinks at all times and show some awareness of the importance of diet in promoting their health as they share in craft activities around healthy diets or occasionally try different fruits. However, their daily visits to the club's tuck shop do not support the benefits of healthy eating. Children are learning to develop a sense of personal safety as they talk about dangers like road safety and stranger danger and have some awareness of promoting theirs and others safety as they are encouraged to play well together. Children engage in regular discussion with staff to encourage respect for each other and learn about

the wider world through craft activities around different celebrations. They also enjoy special trips on the mini-bus.

Children are encouraged to behave well and have an input into the drawing up of their club rules so they develop a commitment to upholding them. They are learning to respect the guidelines such as only coming into the kitchen one at a time or talking turns after an agreed period on the video game console. Staff give children time and attention and engage positively with them in conversation, praising their work and showing an interest in them as individuals so they feel valued. Staff are aware of appropriate strategies to manage behaviour although these are not always consistently implemented which may allow some more challenging incidents to continue.

Children enjoy their time at this club as most arrive with enthusiasm and settle down to engage in the resources available. They have a reasonable range of play opportunities and show an eagerness to participate in games like the video game console or the pool tournament where they strive to gain the prized trophy. Children choose what they would like to do with some concentrating on colouring in pictures or making cards while others chat to staff and each other. Planning is flexible around children's choices with a balance of free play and usually an identified focus craft or cooking activity which often links to a festival or celebration such as pancake day. Staff engage naturally with the children through general conversation or support their learning through routine tasks such as getting them to sign their own names and record the time of arrival as they look at the clock. Staff have the long term planning topics displayed and involve children in discussions around these. They are aware of the need to monitor the progress of the young children and are beginning to record some basic observations and collect items of children's work in individual folders.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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

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.