

The Play Station (Wharfedale Ltd)

Inspection report for early years provision

Unique reference number

EY246265

Inspection date

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Inspector

Cynthia Walker

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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 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

The Playstation Out Of School Club was registered in 2000. It is privately owned and operates from a pre-fabricated building next to the playing fields of the local primary school in Ben Rhydding, near Ilkley. Children have access to a large playroom and supporting facilities which include a secure outdoor area. The out of school club is open each weekday from 07.30 to 09.00 and 15.15 to 18.00 during term time and then from 07.30 to 18.00 during school holidays.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the provision at any one time. There are currently 132 children on roll, of which 25 are in the early years age group. Children attend for a variety of sessions during term time or during the holidays. The provision supports children with learning difficulties and disabilities. The club employs 11 staff to work with the children during term time and during the holidays four additional staff are employed, of these the majority of the staff hold appropriate early year's qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time in the setting and effective learning opportunities are provided which is complementary to the education and care provided in the children's other settings. The inclusion of all children is actively planned and monitored ensuring all children are well integrated. There are efficient systems in place to evaluate the provision for children's welfare, learning and development and plans for the future are clearly identified.

What steps need to be taken to improve provision further?

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

- continue to develop the methods of analysing observations to ensure the information on children's future learning is reflected within the programme of activities.

The leadership and management of the early years provision

The staff work as a supportive and effective team to provide good quality care and education for children. Documentation which is required for the safe and efficient management of the setting is efficiently organised and promotes all aspects of children's needs. There is a robust recruitment and vetting procedure which maintains the suitability of staff and promotes children's safety. The policies and procedures are regularly reviewed and are reflected in practice, for example, behaviour. There is a positive attitude to training with a number of staff improving their qualifications and a commitment to cascading shorter training within the staff

team. Thorough risk assessments which include daily checks ensure staff take effective action to eliminate and manage identified risks to children within the setting.

Effective methods are used by the setting to evaluate its provision for children's welfare learning and development. Regular questionnaires give the parents and carers opportunities to comment on the care and learning their children receive. A comments book displayed in the hall identifies that parents and carers feel that the setting are providing a positive experience with amazing helpers. Questionnaires to children enable them to highlight the activities they enjoy and if there is anything they would like to do differently. This information is used to identify actions and targets for improvement which include improving liaison with schools. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care.

Parents and carers receive effective information about the setting through a comprehensive parent pack and regular newsletters ensure that information is regularly updated. They are asked to complete a detailed monitoring form as their children begin to attend to ensure that their individual needs are met which is supported by the children completing their own 'all about me' document. Staff have a good knowledge of children's need for additional support and actively work with parents and carers and interagency teams to ensure this is achieved. The setting ensure there is an effective two way flow of information between staff and parents at the beginning and end of the day. The setting is actively liaising with other providers to ensure progression and continuity of care and learning.

The quality and standards of the early years provision

The staff team have a sound knowledge of the learning and development requirements and are confident in helping children learn appropriately both in and out of doors. The key workers demonstrate a good understanding of children's individual learning and obtain valuable information about their progress and development from the schools children attend, to ensure what they deliver is complementary to the care and education they are receiving at school. Regular observations are being completed which include the support given to enable individual children to achieve. A diary reflects the wide selection of activities the children have chosen on a daily basis and includes valuable evaluations from staff. During holiday care a themed activity is included on a daily basis with flexibility to respond to children's needs. However, the children's identified future learning is not reflected within the recording of the activities the children have been involved in. The creative organisation of the setting encourages purposeful play and exploration enabling children to make independent choices and be active in instigating their own play and learning.

Staff have established good relationships with the children and listen and positively interact during the routines and activities which effectively supports their care and learning. Children concentrate well at activities as they carefully construct a model of a rabbit using a tube, two yellow straws for ears and green, curly, pipe cleaners for its feet. After much deliberation they decide to name the model 'Mr bouncy

bunny'. Children are confident communicators and use language to explain that they like coming to the club and taking part in the activities. They enthusiastically prepare for a trip to Bluebell Woods which includes an optional questionnaire on the environment, for example, find three birds, find three leaves and draw a bluebell. Children explain that they had also enjoyed visiting Ilkley Moor and Harewood House. They carefully decorate purses with a selection of resources including glitter, coloured matchsticks and small glass beads which produce interesting and colourful designs.

The club is committed to good quality care which actively promotes children's health and well-being. Mealtimes are an effective social occasion where staff encourage children to understand about healthy choices about what they eat and drink as stickers are given out for children with the healthiest food in their packed lunch. Children develop an understanding of dangers and how to stay safe as they listen and contribute to the clear explanations from staff before they go on their walk to the woods. They enjoy being active as they play outdoors and develop their physical skills as they manoeuvre recycled rollers around the space and improve their control of footballs. Children behave exceptionally well and demonstrate a good understanding of the expectations of the setting. They have been actively involved in deciding the rules of the club which are very positive and clearly displayed alongside a 'well done board' where a star highlights individual children's contributions. Children are encouraged to respect each other taking into account their diverse individual needs.

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?	1
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

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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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