

Playdays Kids Club

Inspection report for early years provision

Unique reference number 405060
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Inspector Sarah Drake

Setting address St. Annes (Stanley) Primary School, Prescot Road, Old Swan, Liverpool, Merseyside, L13 3BT
Telephone number 07748626121
Email info@eplaydays.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 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

Playdays Kids Club was registered in October 1991. It is registered on the Early Years Register and the voluntary and compulsory Childcare Registers. The club is located in the Old Swan district of Liverpool and operates within St Anne's (Stanley) Primary School. Children have access to the school hall, two Reception year classrooms and the infant and junior school yards for outdoor play. The club runs each weekday during school term times from 08.00 to 09.00 and from 15.15 to 18.00. It may provide care for up to 40 children at any one time. There are currently 62 children on roll aged from three to 12 years, who attend for a variety of sessions. Of these, 17 are in the Early Years Foundation Stage. The club supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting employs four staff, all of whom hold relevant qualifications at levels 2, 3 or 4. The setting has achieved the Aiming High level 2 Award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting places children's needs at the heart of all its work. As a result, the very well trained staff make sure that everyone has the opportunity to be included in all the interesting activities and the children enjoy their time at the club. Skilful, well focused leadership by the provider and manager ensures that all the required documentation is in place and that the safeguarding of children is outstanding. The setting has made a good start on implementing the Early Years Foundation Stage framework but does not yet make the best use of staff's observations of children's achievements. The recommendations from the previous inspection have been fully addressed and there is good capacity for the setting to improve further.

What steps need to be taken to improve provision further?

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

- link staff's observations of children's achievements to the different areas of learning and use the information when planning activities
- establish a key person system to ensure each child and their parent/carer has a consistent point of contact.

The leadership and management of the early years provision

Good communication and close working between the provider and manager mean that all staff are very clear about expectations for the club and their own role in helping to put policy into practice. Excellent procedures ensure both the suitability of staff to work with children and children's safety and security whilst in the setting. Staff's unobtrusive vigilance creates a relaxed, safe atmosphere in which children can enjoy their time at either end of the school day. Staff have good

access to a wide range of training and the leadership makes sure that they share any new information and knowledge that they acquire with their colleagues. This means that everyone is up-to-date with current requirements. Staff have worked well to implement the Early Years Foundation Stage framework but they do not link their observations of children's achievements closely enough to the different areas of learning or use the information to plan the next steps in their development. As yet, the setting has not formally established a key person system so as to ensure that each child's individual needs are met. Regular meetings between staff, along with their daily evaluations of the sessions and the information gleaned from parental and children's questionnaires, underpin the leadership's accurate understanding of the quality of provision. As a result, there is good quality self-evaluation that leads to continuous improvement within the setting. Recently the information has led to adaptations in the programme of activities. Parents and carers are very pleased with the setting and the information they receive from staff. The club liaises very well with school staff about practical arrangements and individuals' needs and interests although there is less sharing of information about children's achievement.

The quality and standards of the early years provision

The setting successfully promotes children's learning, development and welfare. Children clearly enjoy their time at the club, build good relationships and feel at ease because all adults are skilful at judging individuals' moods and engaging them in activities. The staff use plenty of well directed praise to reinforce good behaviour and make each child feel special. Older children are good at letting the younger ones join in their games and they voice their appreciation of their skills, such as one young boy's footballing talent. The children behave well and have a great sense of fairness which ensures that a happy atmosphere prevails throughout the sessions. They have a good understanding of how to stay healthy and safe. For example, they sensibly stop to drink water during energetic games and take great care when using a sharp knife to help prepare fruit for snack time. Children have a strong say in which activities are on offer, such as the very popular parachute games observed, and they can also easily access any other resources that they would like to play with. Staff prepare the room well for children's arrival and greet them warmly so they can immediately settle to whatever catches their interest. The planning ensures that at least one physical and one creative activity is available each day but it is less precise about the provision for the other areas of learning or how the activities build on children's prior achievement. However, there is a good range overall and the outdoors is used whenever possible. The celebration of different festivals and foods introduces children to other cultures and ways of life. A performance by staff from the Walker Art Gallery recently brought paintings to life for the children who followed this up with a visit to the gallery to see the original works of art. Visits from fire and ambulance service personnel add further interest to the sessions and promote children's awareness of how to keep safe. The club provides a vibrant and supportive environment in which children develop useful skills for future life, such as the confidence to relate to people of different ages. Its effectiveness is well summed up by children's responses to a recent questionnaire which give as reasons for their enjoyment: friends; the staff;

colouring; laughing; eating snack; playing football; throwing bean bags; hoops; dressing up; drawing; dancing; building blocks; making stuff; and cars.

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?	1

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

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