

The Play Pad

Inspection report for early years provision

Unique reference number EY337172
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Inspector Chanan Tomlin

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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 Play Pad Out Of School Care opened in 2003 and moved to the current premises in 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community hall within the community area of Stafford Leys Community Primary School which is situated on the outskirts of Leicester. A maximum of 30 children may attend at any one time. The club is open each weekday from 7.45 to 9.00 and 15.15 to 17.30 during term time. The scheme sometimes operates in school holidays from 08.30 to 15.30. The setting has disabled access and all children share a secure outdoor play area. There are currently 51 children from four to under eight years on roll, ten of which are EYFS age. Most children come from the local catchment area, as most of the children attend the school. The club currently supports a number of children with social or behavioural difficulties but none with special educational needs. The Play Pad employs four staff. Of these, three hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good with some outstanding features. The setting meets the needs of the children, including those in the EYFS very effectively by providing them with before and after school care that is stimulating and enjoyable. Children initiate many of the activities that take place after which they are guided by caring members of staff that ensure that all children are engaged, happy and productive. Managers and staff work together to consistently improve the provision by giving careful regard to the needs and requests of the children. Children have good, trusting relationships with their carers and they are proud to be considered 'members' of the Play Pad.

What steps need to be taken to improve provision further?

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

- make sure the proprietor attends appropriate training for safeguarding children
- ensure there is reference to the five Every Child Matters outcomes in planning and assessment.

The leadership and management of the early years provision

The leadership and management of the provision are good. The provider has produced a self-evaluation form that is realistic and is used by staff as a tool to improve the provision. The provision's main concern is that the children in its care be happy and productive, and that they use their time before and after school for stimulating pursuits. As a result, great care is taken to adapt each day's activities to the needs of the children. This is done through a collaborative effort by the

manageress and staff who ensure that ideas and resources are sufficient to maintain interest and stimulate the children's imaginations. The setting has instituted risk assessment checklists that are completed daily to ensure that everything is in place for the smooth running of the setting on a daily basis. Staff keep careful records of the activities provided and the specific needs of individual children in order to maximise the learning that takes place and to ensure an exciting, productive environment. All staff have been trained in first aid and food hygiene, and all are keen to develop professionally through training and the sharing of ideas.

Parents and carers are generally pleased with the provision and they enjoy good positive relationships with staff. Staff speak to parents and carers regularly and also through the medium of questionnaires, newsletters and a bulletin board. The setting enjoys good relationships with its partner school and both share information when necessary and appropriate. The leadership and management ensure that all children are safeguarded through policies and procedures that are robust and fully comply with current legislation. Two members of staff have attended safeguarding training and the proprietor intends to train in September 2009.

The quality and standards of the early years provision

The quality and standards of the provision are outstanding. Policies and procedures for safeguarding children are in place and parents are provided with information about the setting and all of its policies through an extensive prospectus. The setting has good regard for the SEN Code of Practice although there are no children with special educational needs on the role at present. Staff are especially adept at dealing with children with social or emotional difficulties and all children feel accepted and comfortable. The setting is keenly aware of the different cultural backgrounds and traditions of the children and actively looks for ways to celebrate these differing traditions. Children are aware of the needs of others and raise funds for charity, for example, 'Red Nose Day'.

Appropriate policies for the administration of medicines are in place and careful records are kept as are careful records of children that are injured on the premises. Children that have not eaten breakfast at home bring their own food to be eaten at the setting and the setting has a supply of nutritious breakfast foods for those who forget. Healthy snacks are served during the afternoon session and drinking water is always available. Children have learned about germs and infection and are always careful to wash their hands, especially before food preparation. Staff have developed effective methods to encourage good behaviour and are understanding and caring when children are upset or distressed.

The premises are safe and secure, all members of the setting have enhanced Criminal Records Bureau disclosures and suitability is ensured before new staff are employed. Supervision is consistently good and great care is taken to ensure that children in the early years age group and Key Stage 1 are safely escorted back and forth from the premises to the main school. The premises are spacious and a good variety of activities and resources are arranged thoughtfully at the beginning of

each session. The outdoor play area is large, equipment is stimulating and includes shaded areas.

Many of the activities that take place are child-initiated and the staff go to great lengths to encourage imaginative learning and self-expression. For example, children have produced their own prospectus for the setting and have an active input into the types of snacks that are offered. Children are encouraged to take an active part in the running of the setting by helping to set the tables and serve snacks during snack time. Most of the learning and activities that take place are built around the five Every Child Matters (ECM) outcomes and the setting is exploring ways of referring to the ECM outcomes in planning and assessment more rigorously.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
How well are children helped to make a positive contribution?	1
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