

# J.W Playclub

Inspection report for early years provision

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<b>Unique reference number</b>	EY392515
<b>Inspection date</b>	30/09/2009
<b>Inspector</b>	Sue Anslow

<b>Setting address</b>	St Wulstans Community Centre, Church Lane, Wolstanton, NEWCASTLE-UNDER-LYME, Staffordshire, ST5 0EF
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

J.W Playclub is privately owned and opened in 2009. It operates from an upstairs room in St Wulstans Community Centre, Wolstanton, Newcastle-under-Lyme. There is no outside play space but the children make regular use of a nearby park.

The setting is open from Monday to Friday during term time, from 7am to 9am and 3pm to 6pm. There is a holiday playscheme in operation during the school holidays and this is open from 7am to 6pm each weekday.

J.W Playclub is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children over three years, may attend at any one time. There are currently 18 children on roll, some in part-time places.

There are five members of staff, four of whom hold early years qualifications to at least level 2.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children attending the out of school club enjoy relaxed, informal, fun-filled sessions with their friends. Emphasis is on freedom of choice and independence, with staff offering support and guidance as required. Each child's individual needs are met well, both in their learning and development and their welfare requirements. Relationships with parents are good and staff enjoy close liaison with teachers in the local schools and nurseries. Systems for evaluating the setting's strengths and weaknesses are being developed and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

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

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

- extend risk assessment records to include building security, moving up and down stairs and specific activities.

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

Children are safeguarded and protected very well through close supervision and appropriate teaching by staff. A written policy outlines staff's responsibilities with regard to any significant concerns and is available for parents to read at any time. Good procedures for the recruitment and vetting of staff serve to protect children. Anyone not fully cleared is never left on their own with children. Staff help children to keep themselves safe through regular routines and reminders. They practise

emergency evacuation procedures and talk to children about personal safety issues. As the club operates a 'walking bus' procedure, in order to drop off and collect children from local schools, staff ensure children behave sensibly and practise good road safety drills. Daily checklists of possible hazards are completed by staff when they arrive at the community centre for the beginning of each session, and records of these risk assessments are kept. However, risks associated with the security of the building, moving up and down stairs and certain possibly hazardous activities are not included in these records.

The small staff team work very well together, with guidance from the well-qualified and experienced managers. Plans for future development are discussed regularly, along with ideas and suggestions from the children in the out of school club. Parents are kept extremely well informed about events and activities being planned, as well as up to date information about what their children have been doing. Staff work closely with parents, asking for their comments, views and ideas about the setting as a whole. Questionnaires for parents and their children plus suggestion boxes and lots of verbal conversations, ensure all contributions are listened to and included in the club's self evaluation process. Effective liaison with staff in the schools children are dropped off and collected from, results in good knowledge of each child's character and ability. This communication enables staff to target their activity plans to suit individual children's interests and skills.

A file of written policies and procedures supports the childcare practice and appropriate records are kept as required. The setting operates a policy of inclusion and equality for all children. Each child has their own key worker, who liaises closely with parents to ensure their individual needs are met. Activities and outings are available to all children and no groups are discriminated against. Staff work effectively with parents and teachers to provide continuity of routine and management for any child requiring additional support. Children learn something about the world around them and people who are different from themselves through a range of appropriate resources and activities. Images of people from different cultures and words written in different languages are displayed around the room. Children who are appointed 'prefects' help others choose what they want to do and teach respect and tolerance. A 'feelings' board helps children understand that not everyone feels the same way they do.

## **The quality and standards of the early years provision and outcomes for children**

Children are able to relax and have fun in the informal environment, whilst gaining knowledge and skills needed to promote their all round development. Staff provide a range of resources and activities for children of all ages attending the club. Activities are prepared and set out for children to start playing with as soon as they arrive, but can be quickly changed if children request something different. Children enjoy a range of creative activities using natural materials, such as sand, water or dough. They also like making up their own games with the small world toys, such as animals, dolls or cars. Children move round the room happily and independently, trying different activities, sometimes on their own and sometimes alongside their friends. Staff are on hand to guide and make suggestions and to

encourage learning in a fun way.

Children are encouraged to choose their own games and activities for themselves. They can look in the club's toy and activity catalogue, showing pictures of everything kept in the store cupboard, or they can make requests via the suggestion box for different equipment to be provided. Staff cater for children's different moods and interests by providing a range of resources for active or quiet play. Children enjoy trips to a nearby park for part of the play session after school every day, weather permitting. During the holidays they venture further afield to farms, larger parks or the seaside. Children can play on their own, perhaps with the games console or drawing pictures, or alongside their friends playing 'vets' with toy animals, pet carriers and doctor's sets. Children generally behave very well, taking turns and sharing. They feel proud to get a sticker or certificate for walking nicely out of school, washing their hands independently or helping a friend fasten their coat.

Staff plan and provide a range of activities covering the six areas of learning contained in the Early Years Foundation Stage framework. From discussions with parents and teachers and through their own observations, appropriate games and activities are based on children's interests, preferences or particular requests. For example, young children just starting to attend will often be delighted to find their favourite toy ready for them to play with. Staff help and support children who wish to do homework or work on a current project they are doing at school. Written observations are made of children's efforts and achievements in order to monitor their progress and to plan accordingly. Photographs of children enjoying the wide variety of activities and outings provided by the club, are displayed in an album for parents to see how much fun they have.

Children's health and safety requirements are promoted well within the setting. Staff encourage healthy lifestyles through lots of physical play, both indoors and outside and the provision of healthy snacks with plenty of fresh fruit. Drinks of water and diluted squash are available throughout each session for children to help themselves to. Children attending during school holidays bring their own packed lunches and these are often enjoyed outdoors as picnics during their outings. The two managers hold current first aid certificates and manage any accidents or illnesses well. Comfy cushions are available for children to rest if needed. Children are friendly, confident, interested and chatty. They are happy for staff to join in their games or just watch from the sidelines. Laughter and smiles are a prominent feature in the setting's relaxed and informal atmosphere.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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