

Playtime Kids Club Ltd

Inspection report for early years provision

Unique reference number

EY390323

Inspection date

25/09/2009

Inspector

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Setting address

Arden Primary School, Osborne Street, Bredbury,
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Type of setting

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

Play Time Kids Club was registered under new ownership in 2008. It operates from Arden Primary School in the Bredbury area of Stockport, Cheshire and it is privately managed. The club has a base room and the use of the school hall and toilet facilities. The school playground is used for physical and outdoor play activities.

The club is registered to care for a maximum of 40 children under eight years at any one time, of whom no more than 20 may be in the early years age range. There are currently 120 children on the register, of whom 32 are in the early years age range. The before and after school facility operates from 7.30am to 9.00am and from 3.00pm to 6.00pm. This facility is for children from Arden Primary School and other schools in the area. The holiday care provision operates from 7.30am to 6.00pm. Children do not have to attend Arden Primary School to access the club. The setting offers support to children with special educational needs.

Five staff work with the children during term time and additional staff are employed for holiday care. Most staff have an appropriate qualification or are working towards one.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's needs are not well met as the adults do not implement many of the requirements of the Early Years Foundation Stage (EYFS). Development, observation and assessment details are not maintained and the uniqueness of each child is not fully recorded, which limits the capacity of their individual requirements to be fully addressed. Legally required records are not available on the premises and safety is compromised as children can leave the building through open, unsupervised doors. Children have a wide range of opportunities to participate in age-appropriate activities and say they enjoy their time at the setting. Partnerships with parents are satisfactory and links have been made with other professionals to protect children who have particular medical requirements. Self-evaluation systems are in their infancy, which reflects the restricted capacity to improve practice.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these records to identify learning
- 12/10/2009

- priorities and plan relevant and motivating learning experiences for each child (Assessment arrangements)
- ensure sure children's safety is maintained by keeping premises secure at all times and ensuring children cannot leave the premises unless with an authorised adult (Safeguarding and welfare) 28/09/2009
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) (also applies to both parts of the Childcare Register). 28/09/2009

To improve the early years provision the registered person should:

- ensure children are protected by improving the contents of the first aid boxes to fully meet the requirements
- ensure a record is maintained of which of the parents or carers children normally live with.

The effectiveness of leadership and management of the early years provision

Children are not adequately protected because the premises are not securely maintained. Fire doors were wide open and not managed by staff on the day of inspection, posing risks of children leaving the premises unsupervised or of strangers being able to access the setting. Although the members of staff are aware of safeguarding procedures, the written policy was not available on the day of inspection. The specific legal requirement to have various records easily accessible and available for inspection by Ofsted was not complied with, as many records had been removed from the premises for updating and were not available on the day of inspection. Other records were not complete and some did not include various legal requirements. Although medication and accident records are suitably maintained, the contents of the first aid kit do not meet the required standard, with some items not maintained in sterile packaging, whilst others are missing altogether.

Parents are positive about the setting, although they do not get any feedback about their children's progress through the EYFS. Parents say that children 'love' being at the setting, that there is always lots for the children to do and that the staff work with healthcare professionals to meet individual children's needs. The setting welcomes all children including those with special educational needs and adaptations to activities are made if necessary.

Since registration, some areas for improvement have been identified and minor improvements have been made. However, broad self evaluation has not been undertaken and views of parents, children and others have not been sought to help improve practice and identify strengths and areas for improvement. Although staff have undertaken EYFS training, the requirements of the EYFS are not being implemented.

Children are beginning to learn about people in the wider world as they celebrate festivals such as Diwali and Chinese New Year. The premises are attractively decorated with the children's artwork, including large murals and photographs of the children joining in a range of activities. Positive images around the setting reflect diversity, showing disabled children, and there are bilingual pictures with words in French.

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

Children are not making adequate progress in the EYFS because the setting does not assess their individual starting points and capabilities. No records are maintained to show observations of the children's interests, aptitudes or abilities. Activities are planned by the staff and not around children's preferences or needs. Although the children are happy and settled at the club, their progress is not monitored and the required systems are not in place to identify areas for development. Informal links are made with the school but there are no specific recording systems to exchange information between the setting, parents and school. This limits continuity and coherence as relevant information is not shared.

Children are particularly interested in artwork and have access to a suitable range of materials to create a broad range of craft items. They are confident and move around the premises with assurance, helping themselves to a range of activities provided by adults such as pool, books, air hockey and table games. They work well in groups or independently and are establishing friendship circles. Children are well behaved and older children are considerate of the younger, EYFS children. They join in, share and co-operate well together.

Children are beginning to learn about personal safety as they talk about 'stranger danger' and how it is important not to get into cars with unknown people. Children feel secure in the setting and say that if they felt upset or poorly they will go and talk to a member of staff. Adults interact with care and patience towards the children and ensure children practice good hygiene procedures such as washing their hands before eating snacks. Generally healthy snacks, such as fruit and yoghurt, are offered to the children and there is free access to drinking water throughout the session so that children do not go thirsty. Children benefit from a good selection of outdoor play opportunities on a daily basis to exercise in the fresh air.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (CR5) (also applies to the voluntary part of the Childcare Register) 28/09/2009
- ensure that children are unable to leave the premises unsupervised (CR5) (also applies to the voluntary part of the Childcare Register) 28/09/2009
- take action as specified in the early years section of the report (CR8). 28/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (CR5) 28/09/2009
- take action as specified in the early years section of the report (CR8). 28/09/2009