

Playkidz After School Project and Holiday Club

Inspection report for early years provision

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Inspection date	16/12/2009
Inspector	Rebecca Johnson
Setting address	Compton Youth Centre, Henwood Road, Compton, Wolverhampton, West Midlands, WV6 8PG
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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

Playkidz After School Project opened in 1999. It operates from two rooms at Compton Youth Centre which is situated in the Compton area of Wolverhampton. The club operates for five days a week during school term times. Sessions are from 3:30pm until 6:00pm. A collection service is provided from two local schools.

The setting is registered to care for 24 children in the early years age range. Older children may also attend. There are currently 44 children on roll who attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

Five staff and students work with the children on a full-time or part-time basis. All staff hold appropriate qualifications. the setting works in partnerships with other agencies and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience an exciting and stimulating range of activities which meet their interests and developmental needs. Good relationships with parents have been developed to ensure a consistent approach in meeting children's needs. Good systems are in place to monitor and evaluate the practice within the setting to ensure that continuous improvement is sustained. The setting is wholly inclusive and the uniqueness of each child is recognised and met.

What steps need to be taken to improve provision further?

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

- improve documentation recording of allergies and dietary requirements to ensure that confidentiality is maintained at all times.

The effectiveness of leadership and management of the early years provision

Robust safeguarding policies and procedures are in place and practised effectively to ensure that children are well-protected. Practitioners are diligent in child protection matters and fully understand their role in protecting the children in their care. Procedures for vetting and assessing the suitability of practitioners are stringently implemented. Risk assessments cover all areas to ensure that children are kept safe both within the setting and outdoors. Documentation is in place to support the setting's good practice and ensure the safe and efficient management of the provision. However, some documentation is not kept sufficiently confidential

to ensure that children's privacy is maintained.

Systems are in place to support professional development and practitioners regularly attend training courses to extend their knowledge and expertise. There is a genuine commitment to improvement. The systems for monitoring and evaluating the provision clearly identify areas for improvement and development and the use of the self-evaluation form ensures that continuous improvement is maintained. Practitioners are very effectively deployed to ensure that children are well-supervised and supported at all times. Resources are plentiful in number and well-maintained. The use of a photograph album of all resources available allows children to independently select activities for themselves. Practitioners promote equality and diversity well within the setting to help children to develop an awareness of the society they live in. Equality of opportunity and anti-discriminatory practice is actively promoted as a wide variety of resources, and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other.

Practitioners work well in partnership with parents. They take time to accumulate information relating to children's needs and personal preferences before they start and throughout their time at the setting in order to develop a consistent approach in meeting their needs. Parents are welcomed into the setting and informal discussions take place each day to further develop good relationships with parents and make them feel valued and involved in their child's day. Parents are happy with the provision. Their comments are sought through questionnaires and comments are positive. They say that practitioners put children's interests and safety first and provide a safe environment with lots of activities that children enjoy. The setting has developed procedures to begin to work in partnerships with other settings that children attend. However, although they are endeavouring to forge these, links they are not always reciprocated.

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

Children are very well-settled in the setting. They are highly motivated and rush excitedly to join in with both new and favourite activities, such as craft and construction activities. Some children were so eager to start that they forgot to take their coats off and others did not want to go home at the end of the day. Children interact positively both with adults and their peers and actively seek them out to participate in activities, for example, when playing football or in the role play area. Children enjoy participating in a range of craft activities such as making paperclip Santa and flower faces. The role play area is a favourite place and children spend lots of time here dressing up and chatting to their friends. This area is regularly transformed into a hairdresser's or other familiar places to sustain children's interest. Children are extremely confident and chatty, asking questions and sharing information with each other, for example, when talking about what sort of day they have had at school during snack time.

Children are making exceptionally good progress in all areas of learning and development with the support of experienced, dedicated and enthusiastic

practitioners. They access exciting, stimulating and fun activities as they participate in activities such as 'Playkidz got talent' where they share their talents with their peers as they play musical instruments, dance or perform comical routines. Planning is flexible and based on children's personal preferences. Above all, the setting is run totally to meet the individual needs of all children who attend and to ensure that children have fun and enjoy the time they spend here.

There are good procedures in place for encouraging children to behave appropriately. Children have discussed and developed their own rules, which include have fun, don't boss others and treat others as you would like to be treated. The use of a star chart both reinforces positive behaviour and further values children's achievements either at school or at the setting. The setting is wholly inclusive and all children are welcomed into the setting. Resources and activities such as a role play Japanese restaurant with menus, chopsticks and sushi food help children to learn about other cultures and the wider world.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. Children enjoy healthy snacks which include crackers and cheese, fruit and vegetable sticks. Children are developing an awareness of how to keep themselves safe as they learn to take controlled risks, for example, when building long pieces of construction and practising fire evacuation procedures. They are helped by supportive and caring practitioners to feel secure and safe in the environment.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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