

Play Academy

Inspection report for early years provision

Unique reference number	EY330557
Inspection date	05/10/2009
Inspector	Anthony Anderson

Setting address	Calverley C of E Primary School, Town Gate, Calverley, Pudsey, West Yorkshire, LS28 5NF
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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 Academy is a privately owned out of school club. It opened in 2006 and operates from a barn at Calverley Church of England Primary School which is situated in Calverley, near Leeds. It opens Monday to Friday from 8am to 8.50am and from 3pm to 5.30pm during term time and in school holidays from 8am to 5.30pm. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 71 children on roll. Of these 16 are within the Early Years Foundation Stage and 10 are over eight years of age. The setting supports children with special educational needs and/or disabilities. There are seven members of staff, five of whom hold early years qualifications to at least level 2. One member of staff has achieved Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's smiling faces demonstrate enjoyment as they play with a variety of toys and games set out in the large converted barn. Their needs are partially met through advanced planning of a range of varied and interesting activities each day. However, there is limited use made of observations and assessments of children's progress to successfully plan for their next steps of development. Regular but informal analysis of the setting's strengths and areas for development is slowly starting to have an impact on embedding ambition and in steering the drive towards continuous improvement. Partnership with parents is good. However, although there are positive relationships with the host school, these are not yet sufficiently used with the Foundation Stage to further support young children's progress and development. Management demonstrate a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the quality, regularity and consistency of self-evaluation systems in order to enhance the drive towards continuous improvement
- develop further the use of observations and assessments to monitor the progress young children are making towards the early learning goals and thus promote their next steps in learning
- increase the level and regularity of shared information with other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. Systems of welfare and care, including first aid and the frequent undertaking and recording of risk assessments and fire drills are good. They contribute to children's feelings of being safe and secure in this large, warm and friendly setting. Staff organise the environment and resources appropriately which supports children to become independent learners and develop their confidence.

Parents are regularly informed about their child's activities and they are encouraged through frequent questionnaires and informal discussions to be very much part of an effective partnership. The relationship with external agencies and the main school's Foundation Stage is developing but is not yet sufficiently used to fully enhance and promote young children's on-going progress.

The setting's systems of self-evaluation and regular review are slowly developing through frequent staff meetings and informal observations of children's activities. However, this is not yet leading to a positive and sustained drive for improvement and the setting's targets and priorities for further development are not fully defined. The setting's promotion of equality and diversity is satisfactory and children are supported in this area through a range of multicultural toys, books and celebrations of world faiths.

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

Children establish friendly relationships with staff and visitors to the setting. They soon join in games and activities with their friends and they enjoy the freedom of space which the large converted barn effectively provides. Older children help and support their younger friends and together they enjoy the opportunities presented to read, draw, construct, dress up, or simply to talk about their plans for the day ahead. Children behave well and make positive contributions to the success of the setting by showing respect for each other and for the friendly staff. Children are provided with many choices of activity after their healthy afternoon snack. Weather permitting, many choose to play outside where a range of balls, hoops, skittles, prams and other suitable equipment is made available to promote children's fun and enjoyment. Regular, and effective checks by the setting's management on the safety and suitability of equipment and accommodation enhances children's feelings of well-being.

Informal observations of children at play are used to support day to day planning but these are not yet fully linked to individual assessment and progress systems. This has an impact on children's on-going development in the six areas of learning and their levels of achievement are not as strong as their clearly visible enjoyment. Staff encourage children to wash their hands before eating and after visiting the toilet. This and other recommendations have been successfully addressed since the

last inspection. The location of the setting provides children with opportunities to explore their local environment and to appreciate the importance of keeping safe and being healthy. The overall provision has a satisfactory impact on children's learning and development of their future skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	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:	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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