

Playmates Fun Club

Inspection report for early years provision

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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).

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

Playmates Fun Club was registered in 1991. The club is privately owned and operates from the main hall of Ludworth primary school in the Marple Bridge area of Stockport. Children also have access to the computer suite and the school grounds for outdoor play. A maximum of 60 children aged from three to 11 years may attend the club at any one time. The club is open five days a week from 7.45am to 9.00am and 3.15pm to 6.00pm during term time, and 8.00am to 6.00pm during school holidays. The club serves children from the school during term time, and is open to all children during school holidays.

The club is registered by Ofsted on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on roll and of these, nine are within the Early Years Foundation Stage (EYFS). The club supports children with special educational needs and disabilities.

The club employs eight members of staff including the manager. There are five staff qualified to level 3 in early years and one staff qualified to level 2. The remaining two members of staff are working towards a recognised qualification. The club receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are still developing their knowledge and systems to fully promote the learning and development of young children. The club is appropriately organised and most requirements for safeguarding children's welfare are met. Staff are very committed to the children and offer a wide range of fun activities. The club is very popular and all children enjoy their time because staff are responsive to their needs. Staff work effectively with parents and positive links are in place with the school and outside agencies. The club demonstrates a strong capacity to improve by evaluating practice and identifying priorities for the future.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is requested, at the time of the child's admission to the setting, for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 11/12/2009

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

- improve the organisation of snacktime, to create a more relaxed and sociable

- occasion for children
- further develop staff's knowledge of the EYFS, to improve systems for observing children and planning activities to meet their individual learning needs and next steps.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because sound recruitment and vetting procedures are implemented to ensure all staff are suitable. Staff are clear about how to protect children from harm and will report any concerns promptly. Risk assessments are carried out every day and each term to ensure the premises are safe for the children attending. Staff use communication devices to stay in touch with each other and report where children are at all times. This ensures everyone is well deployed to supervise the children and keep them safe. Most documentation to promote the safe management of the club is adequately maintained, but parental consent for emergency treatment is not in place, which is a breach of requirements.

The manager maintains good links with the school, and meets with teachers to share information about the children and consider how the club can compliment their learning. Effective partnerships are also in place with an outside agency to enable children with special educational needs and disabilities to attend the club during school holidays. Staff greet parents warmly and make them feel welcome. They share information about children during informal chats and encourage parents to look at the file of children's work. Parents' views are valued and staff ask them to complete parental evaluations regularly. These include very positive comments about the club and the staff, and any suggestions are acted upon, such as providing more traditional board games and changing the variety of snacks.

The manager and staff work closely together. They are using the self-evaluation form well to evaluate practice and identify future goals. The manager recognises the arrangements for promoting children's learning as an area for development. She makes sure children are central to everything that goes on in the club and has the necessary skills to drive ongoing improvement. Overall, the club is suitably organised and space is used well so that all children can choose from the good quality resources and activities on offer. However, storage space is restricted and there is limited space to store children's personal belongings. Also, the organisation of snack time does not always promote a calm atmosphere where children can sit, relax and chat together. This is because children spend their time queuing for snack and then walk around whilst eating food, which poses a risk of accidents.

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

The staff team work well together to make sure children enjoy their time at the club. They are very attentive to the children and have fun with them, organising games and becoming involved in their play. Staff show a commitment to improving

their skills by attending courses, such as safeguarding and food hygiene, but they have not attended any specific training regarding the EYFS. They are beginning to use systems to observe children and gather evidence of their progress through photographs and art work. However, planning of activities tends to focus on the whole group, rather than considering children's individual learning needs and their next steps. There are some inconsistencies in recording observations and assessments of the children, which makes it harder for staff to track their progress towards the early learning goals.

Children have lots of fun and enthusiastically involve themselves in activities such as den building, dancing, and playing football outdoors. They enjoy using the computer suite and eagerly work together to dress the Christmas tree. The art table is very popular and well resourced, enabling children to show their creative skills as they draw pictures and make snowmen using cotton wool. Children show much confidence and imagination, using hockey sticks as microphones and making up their own song and dance routines. The introduction of the 'adventure frog' is generating excitement amongst the children, as they take him home and keep a journal of his travels.

Positive relationships between staff and children are a real strength of the club. They enjoy each other's company, which motivates children to participate in the wide range of activities on offer. Older children show consideration for younger children and involve them in their play. For example, they make sure they have a turn to kick the football during outside play. Younger children also have a 'buddy' who will look after them and play with them during the session. This fosters caring relationships and encourages friendships to develop.

Children learn how to be safe and healthy through effectively daily routines. They understand why hand washing is important and enjoy eating a choice of nutritious snacks, such as fresh fruit and waffles, and have milk or water to drink. They also participate in interesting activities, such as making their own pizza, learning about fire safety and practising their skills in first aid. The outdoor play facilities are very good and staff encourage children to be active by organising group games, such as rounders, hockey and basketball.

Children's opinions are valued and they have many opportunities to contribute their ideas, for example, about activities and snacks. Staff involve children in decision making and encourage them to take ownership of the club. Good behaviour is well promoted and the 'go for it' reward sheets help to reinforce positive behaviour. Staff constantly praise children for their efforts and encourage them to take responsibility for their actions by giving them small tasks, such as keeping the library in order. They encourage sharing, teamwork, and respect for other people's cultures and beliefs. This supports children to develop skills for the future.

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	2

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	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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	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