

Playdays Kids Club

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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

Playdays Kids Club is individually owned. It is one of three, out of school clubs run by the Department of Enjoyment organisation. The club was registered in 2009 and operates from St Chad's Community Hall in the Withington area of Manchester. The premises are single storey with a ramp and accessible toilet facilities for children and adults with mobility difficulties. Children have access to the main hall and toilet facilities. There is a small outdoor area for physical play activities.

The setting is registered to care for a maximum of 32 children at any one time under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll. This includes eight children in the early years age range.

The setting is open each weekday, during term time and operates from 3pm to 6pm. Children attend from three local Primary Schools. There are four staff who work directly with the children, of these two hold appropriate qualifications and two are working towards qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well organised, comprehensive policies, procedures and records are in place and implemented effectively. This ensures children's individual needs are known and met and their well-being is promoted in an inclusive, warm and nurturing atmosphere. The welcoming environment and the provision of interesting activities, ensures children are constantly engaged. Consequently, children are happy, settled and enjoy their time in the setting. Positive relationships are developing with parents and others to ensure continuity and consistency of care for children. The manager has recently started to monitor and evaluate the setting in order to bring about continuous improvement.

What steps need to be taken to improve provision further?

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

- take steps to improve the environment by making toys and equipment more accessible and provide suitable arrangements for children to eat their snacks
- develop observation and assessment systems to identify learning priorities for individual children and use information from parents and other providers to ensure continuity in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is well protected as a secure understanding of child protection issues and the Local Safeguarding Children Board procedures, ensures all staff can respond appropriately if safeguarding concerns arise. Children are further protected because the staff who care for them have undergone rigorous recruitment and vetting procedures. The premises are safe and secure. Staff recognise and minimise hazards through effective risk assessment. Children engage in appropriate road safety and 'stranger danger' activities and regularly practise emergency evacuation procedures. Staff give children plenty of opportunity to learn about hazards and take risks in a safe environment. Therefore, risks of accidental injury are minimised and children are becoming safety conscious. Effective staff deployment, ensures children are well supervised and supported. The manager obtains all parental permissions. All the required policies and procedures are in place, implemented to meet children's needs and shared with parents.

The organisation of toys and activities provides an inclusive and welcoming environment for all children. However, not all toys and equipment are easily accessible to children, as they are stored in cupboards, which children do not freely access. Staff support children well during the play session and are sensitive to the needs of younger children. Children are well behaved and are developing a respect for themselves and each other. For example, children are polite, helpful and caring towards each other. Staff and children reflect the diverse community and the setting provides a warm and inclusive environment where all are equally valued.

Systems to evaluate the effectiveness of the provision are in the early stages. The newly appointed manager is beginning to seek the views of the staff, children and their parents. She has a realistic view of the setting's strengths and is committed to improving the provision. She and the staff team attend regular training for their professional development, which promotes improved outcomes for children. They receive regular support from the registered provider. The manager works closely with parents and is developing secure relationships with them. Information is beginning to flow both ways in order for parents to be involved in their child's learning and staff to know and understand children well. Links have been initiated with the staff delivering the Early Years Foundation Stage (EYFS) at the school the children attend. However, the information is not being used to complement activities within the setting to ensure continuity in children's learning.

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

The staff have a sound understanding of the learning and development requirements. They are making observations to establish what children know, understand and can do and are recording these in children's development records. However, the staff are not using the information they collect to help them identify children's next steps and plan for individual progression.

The children are developing a good sense of belonging, as they are cared for by staff that are kind, caring and spend time playing with them. This promotes a happy and harmonious environment. An abundance of children's art work is attractively displayed on low-level display boards around the room and children are clearly involved in decision making in the club. A suggestion box is used to gather children's ideas and they contribute to the planning each week. All children have a voice and are respected as individuals. The children celebrate festivals and engage in activities to explore similarities and differences. They have been learning about Eid and are preparing for Christmas and Hanukkah. These activities are complemented with an appropriate selection of toys and resources, which reflect differences in our society and are helping them to understand the wider world.

Children enjoy quiet activities, such as board games and puzzles with their friends. Younger children receive lots of support from older children, which helps them feel included. Children have access to the outdoor area for physical activities, but when it becomes dark, provision is organised indoors to allow children to play ball games without disturbing other activities. This ensures all children's needs are met. Children particularly enjoy creative activities and spend time designing their Christmas cards. They enjoy threading beads to make necklaces and bracelets with help from the older children. They love to use magnifying glasses to search for bugs and follow this by observational drawings of their findings.

Children are confident communicators. They introduce themselves to the inspector and chat confidently with the staff and their friends about their day at school. Their language skills are further promoted, as staff ask lots of open-ended questions, which challenges children to think. Children have some good opportunities to develop their problem-solving skills, as they construct models using construction kits or recycled materials. They learn about health and bodily awareness, as they are encouraged to be independent with their personal care, helping them recognise the importance of being healthy. Children's awareness of maintaining good health is further promoted through a choice of healthy snacks and accessible drinking water. However, there are insufficient tables and chairs set out to allow children to sit comfortably to eat their snack.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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