

# Playtime Kids Club Ltd

Inspection report for early years provision

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**Unique reference number**

EY390323

**Inspection date**

02/03/2010

**Inspector**

Teresa Ann Clark

**Setting address**

Arden Primary School, Osborne Street, Bredbury,  
STOCKPORT, Cheshire, SK6 2EX

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playtimekids@live.co.uk

**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

Playtime Kids Club was registered in 2008. It is privately owned and operates from Arden Primary School in the Bredbury area of Stockport. 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 setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children aged between three and under eight years old may attend the setting at any one time. There are currently 120 children on roll, including 11 children within the early years age group. The before and after school facility operates from 7.30am to 9am, and from 3pm to 6pm. This facility is for children from Arden Primary School and other schools in the area. The holiday care provision operates from 7.30am to 6pm. Children do not have to attend Arden Primary School to access the club.

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 satisfactory.

Children enjoy their time at the club and the activities on offer. Staff recognise the uniqueness of each child, interact warmly with them and value their contributions. Satisfactory progress has been made in addressing the actions and recommendations made at the last inspection. However, the provider is in breach of the welfare requirements because consent is not always obtained prior to the administering of medication to children, and risk assessments are not fully in place. Observation and assessment are in their infancy and are beginning to be used to inform the planning. Links with parents and the school are not fully established to ensure consistency in the children's learning and development. A system for self-evaluation is not in place to monitor the effectiveness of the provision and bring about continuous improvement.

## What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health) (also applies to both parts of the Childcare Register) 16/03/2010
- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular 16/03/2010

aspects, and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

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

- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision and involve staff, parents and children
- establish links with the school to complement children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Staff have a clear understanding of how to safeguard children. The safeguarding policy in place demonstrates clear procedures to follow if concerns are raised about a child. All relevant contact details are listed for the support agencies. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability. The play areas are checked before each session to help reduce accidents, but a risk assessment has not been conducted on all areas of the provision to identify potential risks. For example, the storage cupboard used by the cleaners is left open and vacuum cleaners pose a risk to the children, as they visit the toilets and move between indoors and outdoors. In the main, policies and procedures work appropriately to ensure the children's welfare is promoted. However, the procedure for administering medication is not consistently followed; for example, staff have administered medication to children without prior written consent from parents. This is a breach of regulations and poses a risk to the children's safety.

The club has addressed all the actions and recommendations made at the last inspection. The premises are secure at all times and records are available for inspection. A good start has been made on observations and assessments of the children, and these are being used to inform the planning. Staff are proactive in promoting equality and diversity. A clear system for self-evaluation to help identify areas for improvement is not in place. However, the club have started to gather parents' and children's views about the provision through questionnaires.

Staff place emphasis on ensuring that the environment is inclusive for the children and their families. The environment and resources are generally well organised, which supports children to become independent learners and develop their confidence. The children have a clear sense of belonging as they are able to select what they want to play with and a children's committee has been introduced to give them a voice. Parents and carers are welcomed into the setting and have relaxed and friendly relationships with the staff. Systems for liaison between the staff and the school are not yet fully developed, to ensure continuity for the

children's individual care and learning needs. Parents value and speak highly about the provision; they say that their children enjoy attending and have a good time.

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

The children are cared for in a welcoming and stimulating environment where they feel safe and secure as they have close, warm relationships with adults and each other. Staff put great effort into ensuring all children feel reassured and comfortable, encouraging them to be kind and considerate towards each other. Behaviour is good, as children know what is expected of them. There is a suitable range of adult-led and child-initiated activities which cover all areas of learning. The children regularly play outside with a range of equipment which helps the development of their physical skills. The staff have an appropriate understanding of the Early Years Foundation Stage and therefore the children's progress towards the early learning goals is generally supported.

Younger children mix well with the older children; they play happily alongside each other, whether involved in art and craft, imaginative play or construction. There is a lot of laughter and talk amongst the children; they enjoy each other's company and have a good rapport with each other and the staff. The staff provide a good range of interesting experiences for the children, and offer them plenty of opportunities to choose what they do. There are puzzles and games, construction sets, computers, and a good range of books. The children enjoy creative tasks and writing, messy play and dressing up. Various creative activities are offered daily and there is free access to a range of mark-making materials to practise their early writing skills. The staff support and encourage the children so that they develop new skills. They also actively join in with children's play, for example, during outdoor play and building a den.

The children have access to resources which promote equality and diversity. The children enjoy learning about different festivals and celebrations from around the world; for example, making dragons and lanterns to celebrate Chinese New Year, and bringing in postcards from their holidays to be displayed on the map of the world. Activities are used suitably to promote early mathematical skills, such as, board games and baking activities. The children show lots of concentration during their chosen tasks, they sit drawing and colouring and are very proud of their work, showing the staff who are very complimentary. The children are able to sit quietly and rest, or watch their favourite film when they are tired.

The children enjoy a wide range of healthy snacks that include a range of fruit, cheese and crackers. Drinks are available at all times throughout the session. The children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care; for example, they know they must wash their hands before eating. The children's safety is promoted within the setting. There are clear emergency evacuation procedures which are practised with the children. Staff can respond appropriately if children have an accident as they are all trained to administer first aid. In the main, all relevant documentation with regard to health, including specific dietary needs and consent forms are in

place and up-to-date. These positively safeguard the children's well-being and promote their good health.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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:

- take action as specified in the early years section of the report (Suitability and safety of the premises and equipment) 16/03/2010
- take action as specified in the early years section of the report (Records to be kept). 16/03/2010

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 early years section of the report (Suitability and safety of the premises and equipment) 16/03/2010
- take action as specified in the early years section of the report (Records to be kept). 16/03/2010