

Playtime Pals

Inspection report for early years provision

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14/01/2010

Inspector

Fiona Robinson

Setting address

Hatchford Brook Junior & Infant School, Old Lode Lane,
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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

Playtime Pals opened in 2007. It is one of two privately owned settings run by the same provider. This provision operates from two school halls which are accessed via three wide steps into the main entrance of the school and the nursery building which has ramp access within Hatchford Brook Junior and Infant School in Solihull. The setting serves the local area and has strong links with the school and has procedures to support children with special educational needs and/or disabilities and those who speak English as an additional language. There are fully enclosed play areas available for outdoor play.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children aged three to eight years may attend the out of school club or play scheme and a maximum of 24 children may attend the wrap around provision at any one time. The group opens five days a week during school term times offering out of school sessions from 7.45am to 9.00am and 3.20pm to 6.00pm and nursery wrap around facilities from 11.30am to 3.20pm. The setting also offers care within the school holidays and school inset days from 8.00am to 6.00pm. There are six permanent members of childcare staff. Of these, the manager/owner has qualified teacher status and three members of staff hold appropriate early years qualifications. There are also additional qualified and unqualified casual staff who provide cover when necessary. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged to be good because staff are effective at promoting the children's welfare. Activities are well organised and children are fully included in these and achieve well. Partnerships with parents and the host school are good and the children are keen and well motivated. Manager and staff have a clear understanding of the setting's strengths and areas for improvement. They demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of planning and assessment to inform future learning
- develop the learning journeys and keep parents informed of the children's achievement and progress
- develop the use of technology in the setting

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and comprehensive policies and procedures are fully implemented. Risk assessments are carried out regularly and fire evacuation procedures are known and understood. There are robust systems in place for staff recruitment and vetting and the collection of children. Effective use is made of the outside play area and a range of equipment is used that is safe and suitable for the children.

Partnerships with parents and the host school are good and information is shared effectively with them through informal discussions and newsletters. Parents are involved within the setting and their views are listened to and acted upon when they complete questionnaires devised by staff. Manager and staff recognise the need to develop learning journeys for the youngest children and share records of children's achievement with parents. Information concerning children with special educational needs and/or disabilities is shared effectively with parents, the host school and external agencies. The setting benefits from the use of the hall and outdoor environment.

Leadership and management are good because there are good self evaluation procedures in place and staff meet regularly as a team to develop their planning and discuss areas for development. Good progress has been made in addressing the recommendations of the previous inspection. In particular, a system of thematic planning has been introduced and the provision for children with special educational needs has been improved. Staff demonstrate a good commitment to the development of good quality practice and regularly access training opportunities to build on their experience. Currently, they are developing assessment and recording procedures to inform future learning for all children. They actively promote equality and diversity and ensure children experience a wide range of activities. Resources are well stored and easily accessed and good use is made of these to meet the needs of the children.

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

In both the pre-school and the before and after school club, there is well planned play. Staff have a good understanding of the children's interests and build these into activities. For example, the youngest children built a snow family outdoors and provided them with a snow table and food for their snack time. Key staff share information daily and are developing ways of recording this information.

Children are well behaved in both settings. They are keen and interested and share their resources well. They like coming to the out of school club because staff are experienced at providing a wide range of well resourced activities. Children enjoy role play, team games and creative activities. Staff have a good relationship with the children and encourage them to be independent and thoughtful to others.

Children attending the pre-school are provided with a good range of activities, which help to develop their social, language, mathematical and physical skills. Most can count up to five and beyond and enjoy singing 'Five Currant Buns' to practise their counting skills. Creative skills are developed well as they use paint and glitter to create trees, icicles, stars and snowmen for their Winter Wonderland topic. There is more limited use of technology in their activities and this has been identified as an area for development in both settings.

Children share resources sensibly and make good progress in the physical area of learning. The outdoor areas are used well and children enjoy team games such as football, volleyball and parachute games. They cooperate well in the rainbow garden and demonstrate a good understanding of making healthy choices and staying safe. They remain calm during safety drills and use equipment safely as they prepare a winter soup for snack time. They helped to develop the club rules and enjoy rewards as they win the 'daily group challenge' or individual achievement rewards. They enjoy fundraising activities and performing dances and shows for their peers. Overall, the children's independence is promoted well in a happy, inclusive environment and they are well prepared for future learning experiences.

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	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	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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