

Playmates

Inspection report for early years provision

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EY371334

Inspection date

19/04/2010

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

Playmates opened under new ownership in 2008 and operates from the community centre in the village of Bishops Cleeve, near Cheltenham in Gloucestershire. The club has sole use of one room and shared use of the kitchen and toilets. Other main users of the rooms include groups from the community organised by the parish council. There is a small, enclosed yard adjacent to the centre. The club may use the playing field and playground at Bishops Cleeve Primary School. The club provides a before and after-school facility on Monday to Friday from 7am to 8.45am and from 3pm to 6pm during term time. The holiday club operates during all school holidays according to demand between 7.30am and 5.30pm.

The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children in the early years age range may attend the club at any one time and there are currently two children in the early years age range on roll. Additional care is provided for children up to 14 years. The setting provides a drop-off and collection service from Bishops Cleeve Primary School, other children are welcome to attend with their own transport arrangements. The club employs two members of staff, of whom one holds a Level 3 playwork qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make suitable progress in their development and learning as the friendly staff devote their time to talking and playing with them using the range of resources made available. Documentation and most required procedures are maintained so that adults promote many aspects of children's welfare with success, including the safety and use of the indoor premises. Staff recognise each child as an individual to offer care based on their needs. Partnerships with parents and carers are suitable and the setting is building links with other early years providers. The staff have sound capacity for continuous improvement as they are involved in a training programme and have begun to evaluate their provision for children.

What steps need to be taken to improve provision further?

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

- ensure the first aid box has appropriate contents to meet the needs of children. (Safeguarding and promoting children's welfare) 03/05/2010

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

- extend children's access to outdoor play and their use of natural resources to

increase opportunities for their independent learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately because adults are vigilant and the premises are safe and secure. The staff are vetted and have recently attended child protection training. As a result, they understand safeguarding issues and procedures to be able to protect children in the event of any concern. Both staff have current paediatric first aid training and items of first aid are always available, though some are out of date. The club operates under suitable policies with all required documentation maintained to foster children's health and safety. Risk assessments are in place to reduce hazards for children regarding the buildings and occasional outings during the holiday periods, for example, to local parks. The children relax in the open, indoor space with child-sized furniture that is suitable for out-of-school care. The club offers children a basic range of quality play resources that the adults select from all of those available. These toys are in storage boxes set out at a low level for children to choose safely and they are free to ask for other equipment that they require.

The staff are friendly and approachable so that they establish open relationships with families. As a result, satisfactory information is exchanged when children join the group so that they settle quickly. Parents receive sound information about the children's activities. They are welcome to come into the play room to see their children's creations and craft items are sometimes taken home. Systems are developing for communicating with other agencies and providers, such as the local school, to support the continuity of the children's care. Satisfactory evaluation is achieved through discussion between staff and with children and parents. The staff's reflection on the sessions enables their plans to be soundly targeted to bring about further improvement to the provision and outcomes for children.

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

Children are happy at the out-of-school and holiday club and enjoy their time with older ones and the two leaders, whom they get to know well. As the group is small, they benefit from individual support from the attentive staff. The adults are flexible to go with children's interests within the offered routine that is planned around the children's play choices. The club environment is welcoming as children personalise the room with posters and drawings. They have some choice of resources set out, such as craft equipment, construction sets and dressing-up items. Other equipment is available, including books, musical instruments, games and puzzles, though children are not regularly offered a range of natural materials to develop their own interests. There are relaxed opportunities for purposeful play indoors with a balance of adult-led and child-initiated activities. The leaders suggest an activity, such as painting or end-of-session physical games, and the children actively develop this in their own way. Children's ideas for the planning are welcomed so that, over time, they are involved in enjoyable and challenging

experiences across each of the areas of learning.

Staff observe new children closely to get to know them and to be able to support them, for example, by sitting nearby and responding to their needs. As a result, children make sound progress, for example, in their physical development, as they persist to make patterns with tiny beads and practise their ball skills. During the holidays, children are taken to local parks but they do not have regular access to outdoor play in term time. Children are well involved in conversation to develop their listening and speaking skills. They concentrate for long periods of time while setting their own challenges, including writing in family cards and contributing to seasonal displays. Suitable use is made of spontaneous opportunities to extend children's understanding, for example, to measure ingredients for playdough and calculate in board games using a dice.

Children's welfare is soundly promoted and they gain a suitable understanding of the importance of a healthy lifestyle. The club offers a choice of healthy and nutritious foods for breakfast and snack and children are encouraged to drink water or sugar-free squash throughout the sessions, ensuring they stay hydrated. Well-established routines for hand washing support children to learn about personal hygiene. Children begin to learn how to keep themselves safe as they practise emergency evacuation procedures and are reminded to move around safely. They play with their friends and with children of different ages and are eager to be involved in devising rules and boundaries for acceptable behaviour. The approachable staff are a positive role model for the children with their calm and supportive manner; children respond well to this lead and behaviour is good.

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	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

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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met