

Stay 2 Play Ltd

Inspection report for early years provision

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EY356558

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

Stay 2 Play Ltd out-of-school club opened in 2007 and is run by a company. It operates from the main hall in St Aidan's Church of England Primary School in Bamber Bridge near Preston. Children also have access to enclosed outdoor play areas and associated facilities. There are no issues which may hinder access to the premises. The club is registered on the Early Years Register and on both parts of the Childcare Register and may care for 24 children at any one time. The club operates each weekday from 8am to 9am and from 3.25pm to 6pm, during term time only. There are currently 25 children aged from three to 11 years on roll, of these, two are in the Early Years Foundation Stage and 11 are aged between five and eight years. The setting supports children with special educational needs and/or disabilities. There are three members of staff, including the manager, of these, two are qualified to level 3 in early years childcare. The setting is a member of 4Children, an association supporting out-of-school provisions.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well cared for; they enjoy their time in this secure and inclusive setting. They are provided with an appropriate range of activities and games which meet their interests and needs satisfactorily. Although some assessments of children's progress are in place, the information gathered is not yet used well enough to link with other Early Years Foundation Stage providers to support the planning of next steps in children's learning. The good partnerships with parents, outside agencies and the school ensure continuity of care and support. Formalised self-evaluation systems are at an early stage of development and some policies are not reviewed on a regular basis. However, the staffs clear awareness of the strengths and areas for development, current practice and improvements since the last inspection show satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- develop closer liaison with other Early Years Foundation Stage providers to enable continuity of care, learning and development, building on what children already know and can do
- review policies more regularly to ensure that staff and parents have the most up-to-date information to hand
- provide more opportunities for children to become involved with, and understand, the local and wider community.

The effectiveness of leadership and management of the early years provision

The setting runs smoothly on a day-to-day basis thanks to the committed and suitably qualified staff who work well as a team. Thorough recruitment and induction procedures ensure that new staff are suitable to work with children and are clear about their individual roles and responsibilities within the setting. Effective systems, policies and procedures to safeguard children's health, safety and well-being are in place and followed vigilantly by all staff. However, policies are not reviewed regularly to ensure that staff and parents have the most up-to-date information to hand. Daily safety checks and risk assessments ensure that children feel safe and well cared for in this secure environment. A benefit to the setting is that all staff work in the school during the day and this helps strengthen the close relationships with the children and their families.

Good partnerships with parents, outside agencies and the school ensure continuity of care and support for all children, including those with special educational needs and/or disabilities. However, planning and assessment systems lack detail, and liaison with other providers of Early Years Foundation Stage provision, for example, the school, do not securely enable continuity of learning or help the setting meet the children's individual learning needs effectively. Staff reflect regularly on their practice to identify areas for improvement and further training, and the manager has made a promising start to recording self-evaluation in a formal way. Her next step is to assess the impact of this on children's learning and development. Parents are pleased with what the setting has to offer. They appreciate the regular contact with the friendly staff who keep them regularly informed of their children's welfare and progress. A typical comment is 'children really like coming to the club'. Children enjoy the range of activities provided for them and they are safe and well cared for.

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

Staff create a welcoming, relaxed and inclusive atmosphere which provides children with a calm start to the school day. Children are happy and enjoy their time at the club, this is evident as they eagerly choose from a suitable range of practical activities that stimulate their curiosity and engage their interest. Resources are adequate, well organised and easily accessible. Indoor and outdoor accommodation is very spacious allowing well for freedom of movement and safe play. Over the week, activities cover all six areas of learning and children appear to make steady progress in their learning and development. Staff are skilled in working with children with special educational needs and/or disabilities; they ensure that all children are included in what the setting has to offer, and link well with external agencies for the benefit of children.

Children particularly like creative activities and show good levels of concentration and enjoyment as they make Easter cards, masks, baskets and animals from a range of media, and write and present their own puppet show for others.

Relationships are good and the children behave well. They willingly share resources and ideas and take turns, for example, when making models from different types of construction toys. Children quickly grow in confidence and independence as they choose their own activities and equipment and tidy away afterwards. They respond well to the praise and encouragement of older children and staff, who act as good role models and help them with new activities or unfamiliar resources.

Children have a good understanding about staying safe, fit and healthy as they enthusiastically join in a varied range of physical activities both indoors and outside. They are very proud of their ability to skip and really enjoy playing parachute games. They tuck into the good range of nutritious snacks provided for them. Breakfast and after school snack-time give them opportunities to interact socially with others as they share their news or talk about events in school. Children are taught safety procedures through regular fire drills, the correct way to handle equipment and visits from the local police officer to talk about 'Stranger Danger'. They develop a sense of community and belonging as they say what activities they would like during the week and older children act as buddies to the younger ones. Activities outside the club setting, in the local and wider community, are somewhat limited, but children are developing an awareness of different cultures and traditions through a varied range of art activities to celebrate festivals such as Chinese New Year. Children develop appropriate skills for the future as they enjoy writing cards to their parents and friends, play board games to consolidate counting skills and work on the computers. They also learn to cooperate, share ideas, play harmoniously together and show care for each other and the environment.

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	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	3
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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	2
The extent to which children adopt healthy lifestyles	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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