

Stay and Play

Inspection report for early years provision

Unique reference number

EY276659

Inspection date

08/06/2010

Inspector

Joyce Cox

Setting address

Lakeside Primary School, Hatherley Road, Cheltenham,
Gloucestershire, GL51 6HR

Telephone number

07952 002757

Email

stayandplay@gmail.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Stay and Play is a privately owned out of school club which opened in 2004. It currently operates from three playrooms in Lakeside Primary School in Cheltenham. Children have access to an enclosed, outside area and the extensive school grounds. The club is open to children attending the school from 8am to 8.55am and from 3.10pm to 5.45pm each weekday during the school term. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for no more than 45 children under 8 years; of these, not more than 32 may be in the early years age group. Stay and Play provides out of school care for 61 children aged between four and eight years old, including 18 in the Early Years Foundation Stage. There are 115 children on roll aged from four to 11 years who attend the club for a variety of sessions. The club is able to support children with special educational needs and/or disabilities and children learning English as an additional language who attend the club. A team of four staff work with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Stay and Play is a good setting. The dedicated staff team have a good understanding of children's individual needs through a strong partnership with parents and consequently promote children's learning and welfare successfully. The club is an inclusive setting and provides well for the learning and development needs of all children. Good improvements have been made since the last inspection because staff are reflective and have a growing awareness of strengths and areas for development and demonstrate a good capacity and determination to improve even further. Children's safety within the setting is given a high priority at all times.

What steps need to be taken to improve provision further?

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

- ensure a written record of complaints and their outcome is kept (Safeguarding and promoting children's welfare).
- 23/07/2010

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

- develop further the systems for self-evaluation in all areas of the provision in order to plan actions for improvement.

The effectiveness of leadership and management of the early years provision

Children are happy, settled and well protected with good safeguarding policies and procedures in place. All paperwork is detailed and of a good standard. Information provided for parents includes advice on how to make complaints but the setting does not yet have a complaints log. Rigorous recruitment and vetting procedures are in place and staff clearly enjoy their jobs because they work in a happy environment where everyone is valued. The manager is very aware of the strengths and areas to develop within the provision but self-evaluation systems are not yet fully developed to plan actions for improvement in all areas of the provision so all new staff can easily see the strengths and areas for development. Children are involved in the running of the club and there are good opportunities for them to express their views about the kinds of activities they would like. For instance, they have paper 'Wish Fish' to record their ideas and suggestions on and a recent desire to have a club pet has resulted in the arrival of Frank the goldfish.

Good partnerships with parents and carers and the school ensure that all children have equal opportunities to succeed and have fun. Parents and carers are kept well-informed through a notice board and daily exchanges of important information. They can also fill out evaluation sheets. Safety is of paramount importance. The collection procedures, for example, are very robust and ensure the children leave safely at the end of each session. Parents and carers speak highly of the after school club. They say their children are in very safe hands and love the warm friendly atmosphere. One parent said, 'This club represents very good value for money as I know my children are well cared for and they have lots of fun.' Another parent commenting on the breakfast club provision writes, 'Thank you for giving my children so much joy in the mornings.'

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

Children in the Early Years Foundation Stage become increasingly confident and independent learners due to the safe and secure environment. They feel safe and able to express their feelings to staff. Children understand the routines and what is expected of them with good support from staff. There is particularly good behaviour with children settling quickly to self-chosen activities. Children contribute to the planning of topics and ideas, and staff are quick to note children's individual interests. For instance, many children are currently very excited about the impending football World Cup. Staff share and develop children's enthusiasm by using an atlas to research the location of different football nations and their flags and customs. Outdoor activities are enjoyed in the school playground and field, with a range of equipment for all ages. Football is especially popular, encouraging team spirit and good exercise. There is a good range of high quality indoor activities for children to choose from and enjoy. They are involved in choosing new resources. A separate room is available for quieter activities, including opportunities for reading and completing homework. Staff interact very well in supporting children in their chosen activities. For example, Reception children

enjoyed painting with the deputy manager, confidently selecting colours and asking for glitter and learning how to mix colours to create 'pale blue'.

Children feel relaxed in this family atmosphere, after the school day ends. Their language develops very well as staff are genuinely interested in their comments and skilfully reinforce class activities. For instance, Reception children happily discussed their visit to Cotswold Farm Park with staff and other children. Wall displays show an interesting range of activities; Jacob, an education dog, has visited so children can learn about pet care, children have won a compost sphere in a recycling project and a visitor from Sainsbury's has helped them make healthy fruit smoothies. Older children enthusiastically support younger ones. Dressing up is a popular activity with spotty dog outfits being current favourites. As one parent commented, 'Children love it, they don't want to leave'. Children are encouraged to eat healthily and can select from a good range of nutritious snacks such as macaroni cheese or beans on toast. Fruit and water are always available. Reception-aged children develop their social skills well by mixing confidently with older children. They show respect for each other. Children say they feel safe in the club and can describe the well known procedures for dealing with an emergency. There is warm interaction between staff and children, who know each other well. The quality of provision for children's welfare is good. The club makes a strong contribution to children's all round development and provides a valuable service to parents and carers at the school.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----