

# Let's Play

Inspection report for early years provision

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**Unique reference number**

EY349989

**Inspection date**

11/10/2010

**Inspector**

Doreen Davenport

**Setting address**

St. Marys School CE Primary School, Cornhill Road,  
Urmston, Manchester, Lancashire, M41 5TJ

**Telephone number**

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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**

Let's Play opened in February 2007 and is run by a limited company. The club operates from St Mary's CE Primary School in Urmston and is attended by children from the school and the local area. The club has access to the school hall, library, art room and associated facilities and to a fully enclosed, secure playground for outdoor play. The setting operates each weekday from 7.50am to 8.50am and from 3.15pm to 6pm during term time only. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It may cater for no more than 40 children at any one time. There are currently 50 children on roll aged from three to 11 years. Of these, seven are in the Early Years Foundation Stage and nine are aged between five and eight years. The setting can support children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff, including the manager. Of these four are qualified to level 3 in early years childcare and one is working towards level 2. Support from Sure Start in Trafford is given to the club. It has also been awarded the Aiming High certificate.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and well cared for in this safe, welcoming and fully inclusive environment. They enjoy a varied range of interesting activities, which meet their needs well and enable them to make good progress in their learning and development. Partnerships with parents, the host school and other settings are good and effectively promote continuity of care and support for all children. The system of self-evaluation clearly identifies most of the settings strengths and areas for development. Improvements since the last inspection and current practice show there is good capacity for further improvement.

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

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

- share assessment information and children's personal profiles more regularly with parents and carers
- record self-evaluations more formally in order to measure precisely the success of actions taken and their impact on children's learning and development.

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

High priority is given to keeping children safe and secure in this bright and well maintained setting. Staff have a clear understanding of safeguarding issues and risk assessments are rigorous and cover all aspects of the provision. Robust

recruitment, vetting and induction procedures ensure that staff are suitable to work with children and clearly understand their roles and responsibilities in the care and supervision of all the children. Well documented systems, policies and procedures are reviewed regularly and implemented effectively to ensure children's health, safety and wellbeing at all times.

The key worker system successfully promotes close relationships between staff, children and their parents and carers. Staff take account of different individuals and groups of children as they seek to ensure that they have equal opportunity to participate in all of the activities on offer. Partnerships with parents, the host school and other settings are good and this helps promote continuity of care and support. Parents have positive views about the setting, acknowledging that their children are well cared for by friendly and approachable staff. They say, 'it's great' and that their children, 'love coming to the club, have plenty to keep them occupied and talk enthusiastically about it when they get home.' They have access to policies and procedures and appreciate the daily contact with staff to discuss any issues as they arise. Although, some information on children's next steps in learning is not shared as effectively.

Staff work well as a team and regularly monitor all aspects of the setting's work taking into account the views of children and parents through regular discussion and the ongoing daily comments book. This then helps them identify future planning needs, staff training and any additional resources. However, these self-evaluations are not yet recorded in enough detail to allow them to measure precisely the impact of any actions taken on children's learning and development.

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

### **Quality and Standards**

Children's happy faces and the fact that they do not want to leave at the end of a session show that they really enjoy coming to the club. Staff greet them warmly and the friendly, inclusive atmosphere provides them with a calm start to the school day. Children quickly engage in relaxed chatter about their news or events in school or choose from a varied range of activities which stimulate their curiosity and engage their interest across all areas of learning. Resources are well organised and easily accessible, and the outdoor space provides well for freedom of movement and safe play. Staff carry out regular observations of children at play and record these on weekly evaluation sheets and in individuals' learning profiles. They use them effectively to plan the next steps in their learning, but do not yet share the information regularly with parents.

Children quickly grow in confidence and independence as they freely choose their activities and resources and tidy away afterwards. They concentrate well as they carefully draw pictures of their family or create animals out of modelling materials and decorate these using a variety of media. They talk excitedly about dressing up as pirates and princesses and enjoy the skipping and hopscotch games which also help to consolidate their counting skills. Relationships are very good. Children

behave well, and feel secure and very much at ease with adults and each other. They willingly take turns and share resources, for example, when making models from different types of construction toys. Older children and staff successfully encourage and help the younger ones with new activities or unfamiliar resources.

The children have access to a varied range of physical activities which, together with the nutritious range of healthy snacks, promotes a good understanding of staying fit and healthy. Breakfast and after school snack times provide good opportunities for children to interact socially, and give them responsibility in helping to set the tables and clear away afterwards. The correct use of equipment, including the computers, and regular fire drills ensure that the children know how to stay safe at the club, whilst road safety is regularly reinforced for those children who walk from other settings. Finding information about countries involved in the World Cup through art, food, flags and maps effectively enhanced children's knowledge of the wider world in an enjoyable way. Special festivals, such as Chinese New Year, and the staff's and children's own personal experiences, help the children learn about the cultures, beliefs and traditions of different countries. Children thoroughly enjoy the role play activities which effectively enhance their knowledge of the world of work as they set up their hairdressing salon, and act as waiters, customers and shopkeepers in the cafe cum greengrocer's shop. Children develop good skills for the future as they learn to cooperate, share ideas, show care and consideration for each other and play harmoniously together.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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