

The Playstation @ Sandy Lane Out of School Club

Inspection report for early years provision

Unique reference number	119246
Inspection date	03/12/2010
Inspector	Kusum Trikha
Setting address	Sandy Lane Primary School, Sandy Lane, Bracknell, Berkshire, RG12 2JG
Telephone number	07940 717051
Email	
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

Sandy Lane Out-of-School and Holiday Club opened in 1998. It operates from the infant school hall in Sandy Lane Primary School, Bracknell. The club serves the children of the Sandy Lane schools and also the local area of Priestwood. The club is registered for 26 children from the age of four years to eight years. Children up to the age of 12 years may also attend. There are currently 48 children from four to 12 years on roll. Children attend for a variety of sessions. The setting has provision to support children with special educational needs and /or disabilities. The club opens five days a week during school term times. Sessions are from 7.45am to 8.45am and 3.15pm until 6pm. The holiday club is open during the school holidays from 8.15am to 6pm. Three full-time and two part-time staff work with the children. All staff hold an appropriate qualification. The manager has recently completed a foundation degree in management. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Play Station at Sandy Lane Out-of-School Club effectively meets the needs of all children who attend the setting. The setting has good partnerships with parents and others who provide care for the children. They have made improvements to the provision since the last inspection and they demonstrate a good capacity for continuous improvement. However, not all weaknesses have been addressed and there is a breach of a welfare requirement as the recent changes to the management committee have not been reported to OFSTED. The school hall is adapted as a setting before and after school and staff make sure that children are safe and do not go out of the double doors into the rest of the building, without permission.

What steps need to be taken to improve provision further?

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

- improve the security of the premises; in particular with regards to making the doors more secure
- plan additional activities that have an element of challenge for the more able children so they make good progress in all areas of learning in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. However, the provider has committed an offence by failing to notify Ofsted of changes to the

management committee, which is a specific legal requirement in the Statutory Framework of the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Staff make sure that all children are accounted for at all times. For example, on the day of inspection, owing to the icy conditions outdoors, the hall was used by the school as a short cut to the classrooms at the beginning and end of the day. These were exceptional circumstances and staff worked really well together to accommodate the needs of the host school and also ensured the safety of children by using the space differently. Children play in a generally safe environment, however the doors to the hall are not sufficiently secure although children are constantly supervised by a vigilant staff team.

The manager and staff are highly focused in ensuring all children enjoy their stay in the setting and make good progress in their learning and development. All staff have a good relationship with parents and children. For example, parents' and children's views are taken into account through anonymous questionnaires. Good partnership with the local authority ensures regular quality checks are carried out and any further improvements secured. A variety of interesting activities are planned to sustain children's interest and motivation. However some activities are not sufficiently challenging in taking children to the next steps in their learning and development. Evaluations of activities, observations of child-initiated play and display of children's work are used well to self-evaluate the quality care and education. The setting maintains development records for each child and shares these with the teachers in the school. Resources are used well, with staff ensuring that all children have good access to appropriate toys and resources and children are able to confidently ask for equipment that they would like to play with.

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

Children undertake a wide range of purposeful activities both indoors and outdoors. Indoors, they have music and movement in the morning which energises them for a busy day at school. In the afternoon, staff convert a small area in the hall into a book corner with net curtains, bean bags and a selection of books. Here, children like to relax and browse through books. They are able to use their imagination and develop their creative skills as they use cardboard boxes to build a house or a tower, for example. Children develop their social skills as they play amongst their friends using large floor based activities such as a train set and garage. Adults are available to support children in their play, for example as they play a game of pool together. They also have an opportunity to initiate their own play, such as painting or completing a jigsaw puzzle. However, sometimes the choice of activities planned for children is based on their interest and not their readiness to tackle a challenging task.

The staff plan a range of opportunities for children to learn about the wider community. For example a member of staff brings in materials to dress children in saris. There is a range of dressing up clothes from different cultures and a selection of books depicting children with different abilities.

Children are taught to think about healthy eating. For example, in the morning the

breakfast club offers cereal, milk, and cooked breakfast. In the afternoon, children can choose from pitta bread, baguette, milk, fruit and other healthy options. To help prevent the spread of infections, children are reminded to wash their hands prior to having a snack and after using the toilet. The children have helped to develop the club rules by devising a behaviour charter. They are encouraged to take responsibility for their own behaviour and treat others in the way they would wish to be treated. They make a positive contribution by helping the staff in putting away toys and equipment and being a 'buddy' to a new child, thereby helping during the transition period.

The time spent in the setting is used effectively for children's personal, social and emotional development. They are encouraged to resolve their little disagreements thus teaching them the skills of collaborative play. Children learn about how to keep themselves safe through small group discussions on topics such as stranger danger. Regular fire drills take place to ensure children are aware of how to get out of the premises should there be an emergency. They develop an understanding of information and communication technology as they enjoy computer games. They are supported in doing their homework and this develops their skills for the future. Staff are sensitive to children's needs and feelings, ensuring that they are on hand to support them or providing 'buddies' for children who are new to the setting. As a result, children feel secure and develop a sense of belonging to the setting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of changes to the management committee (Changes to people) 15/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- notify Ofsted of changes to the management committee (Changes to people) 15/01/2011