

Playzone Kids Club Ltd

Inspection report for early years provision

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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

PlayZone Kids Club registered in 2006. It is privately owned and operates from a large mobile building in the grounds of Langtoft Primary School in Lincolnshire. The club provides before and after school care and runs sessions during the school holidays. Children have access to the school playground and playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 24 children from four to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 70 children on roll, of these, seven children are within the early years age group. Children attend for a variety of the sessions on offer. The club is open Monday to Friday from 7.45am to 8.50am and from 3pm to 6pm during school term time. During the school holidays the club operates Monday to Friday from 7.45am to 6pm.

The club is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are five members of staff who work directly with the children. Of these, three hold an appropriate level 3 qualification in early years and one holds a level 2 qualification. One member of staff is currently working towards a level 3 qualification in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff offer a fully inclusive, warm and welcoming service. Children actively participate in activities which wholeheartedly meet their individual interests and development needs. Highly successful partnerships with parents and other agencies have been firmly established, ensuring information is shared to support children's individual needs. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practices. The setting is led and managed by an experienced and highly motivated manager who, together with the staff team, provides exceptional levels of care and support for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to follow up the risk assessment regarding access of cars to the car park during the operational times of the group.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. The manager and staff are extremely competent and demonstrate an excellent understanding of their roles and responsibilities. They have a comprehensive knowledge of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. There are robust recruitment and vetting procedures in place and valuable appraisal systems which encourage the continued professional development of all staff. Comprehensive policies, procedures and records support the safe and effective management of the setting. Staff routinely verify the identity of all visitors to the group and have a visitors' book in place. Detailed risk assessments are completed and cover most aspects of the learning environment. Currently, the manager is looking at ways to improve arrangements with regards to vehicles arriving and departing from the school car park during the operational hours of the setting. This is because the car park is next to the playground area that children use for outdoor play. This concern does not in any way impact on the excellent supervision of all children whilst they are playing outdoors consequently, risks to children are minimised. The deployment of resources is outstanding. The environment is well organised and provides an extensive range of enjoyable and challenging opportunities for all children. Staff are deployed effectively throughout the sessions to ensure children are supervised safely at all times. Resources and equipment are made accessible, and as a result, there are excellent opportunities for children to make choices and to take responsibility for their own play and enjoyment. Outstanding outcomes for children are attributed to the excellent use of time, space and resources.

The manager has a very clear vision for the setting and demonstrates an inspiring commitment to further enhancing the quality and outcomes for all children. Through the effective use of their self-evaluation system and the regular use of parent questionnaires staff have competently identified the setting's strengths and areas for development. Regular team meetings provide valuable opportunities for staff to reflect on their practice, evaluate activities, discuss training and to share their views and ideas. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of role play equipment and through open discussions between staff and children. All children are unquestionably included and integrated. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the changing needs of the children who attend. Excellent links have been established with the foundation stage teacher at the host school, which ensures continuity of care and support for all children in the early years age group.

Partnerships with parents are outstanding. Staff dedicate time getting to know the children and their families, fostering excellent relationships and helping to ensure that children feel safe and secure. Parents are very well informed regarding their children's care and are aware that they can speak to their child's key person at any time. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. Parents access a wealth of

information regarding the group through the use of a parents' notice board, newsletters and a white board which records the daily snack menus. In addition to this there are many beautiful pieces of art work completed by the children displayed around the setting, which adds to the extremely welcoming environment. All required documentation, such as contracts and consents, are completed and very well maintained. Parents also receive a 'Parent Information Pack' before their child starts at the group and have access to all policies and procedures. Parents also expressed very positive views during the inspection.

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

Children are fully engaged, extremely confident and very happy in this lively and energetic setting. They have excellent opportunities to take responsibility for their own learning and play as they access a wide range of activities and resources both indoors and outdoors. Staff interaction is commendable; staff know the children very well and competently support them as they play. Staff observe and assess children as they play, and can competently state what each child's individual needs are and how they will be met. Children who are within the Early Years Foundation Stage have 'Learning Folders', which record their progress towards the early learning goals. These folders contain both written observations and photographic evidence of a child's learning and progress. The key person for children in the early years age group liaises regularly with the foundation stage teacher. They share information and ensure that children's individual needs are fully supported.

On arrival at the group children receive a very warm welcome from staff who are genuinely interested in their day at school. Children are very aware of the routine. They hang up their coats and belongings and immerse themselves in their surroundings. Children play well independently and with their peers and are extremely supportive of each other. One group of children eagerly wash their hands in readiness for their snack. They sit at the table and chat together about the Chinese food they are having. When the food arrives there is a lively buzz around the table. Children help themselves to noodles with sweet and sour or black bean sauce and spring rolls. They cooperate well as they pass the food bowls around the table and support each other while pouring drinks. Another group of children eagerly engage in role play activities. They take turns and have enormous fun with the hairdresser's equipment. Other children discuss dressing up for the 'cat walk show' they are planning. They invite their friends and staff to either take part in the fashion show or take a seat to watch them. They have lots of fun deciding on their own outfit and then enthusiastically help staff to choose theirs. Children relish being outdoors, where they confidently negotiate the trim trail, skilfully play basket ball, use skipping ropes and enjoy a variety of games using the parachutes. Children are encouraged to take an active part in the running of the setting. Staff regularly consult with the children and act upon their feedback. For example, children are encouraged to use post-it notes to record their ideas and interests and place them on the planning board. Staff then use the information to inform future games. Children attending the holiday sessions also engage in a wide range of activities and enjoy themed weeks, such as 'Carnivals' and 'Dinosaurs'.

They also welcome visitors from the local community, such as the community police officer who talks with children about stranger danger and staying safe.

Children are polite, well mannered and show concern for each other as they play and interact together. Their contributions and achievements are fully recognised as they receive a mention on the 'Kindness Tree' and receive a trophy when they reach the top of the tree. Their knowledge and understanding of the world is outstanding as they access resources and equipment that are representative of diversity. Children have an excellent awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children are fully aware that they must inform staff if they wish to go outdoors and are aware of the 'club rules' and boundaries set within the setting. They understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Good hygiene procedures and practices ensure that children are kept free from infection. The setting fully promotes healthy lifestyles through discussion, the use of displays and activities. For example, children plant a range of vegetables, such as beetroot, lettuces, radishes, spring onions and courgettes. They tend the vegetable garden each day, watch with delight as their produce grows and then harvest them for snack-time. During a cookery activity the children then made 'courgette brownies'. Children are very well prepared for their future learning experiences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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