

Playwise

Inspection report for early years provision

Unique reference number

EY277067

Inspection date

20/04/2011

Inspector

Linda Coccia

Setting address

Artwise Youth and Community Centre, St Lukes Avenue,
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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

Playwise Out-of-school Club is a privately run setting. It opened in 2003 and operates from rooms in the Artwise Youth and Community centre in Ramsgate, Kent. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the club at any one time. The club opens Monday to Friday from 3:00pm to 6:00pm during term-time and from 8:00am to 6:00pm during school holiday periods. Children attend for a variety of sessions. Children who attend the after school club are collected from 13 different local schools.

There are currently 97 children aged from three years to under eight years on roll of whom five fall within the Early Year's Foundation Stage (EYFS). The setting has procedures in place to support children with special educational needs and/or disabilities. It can also support children who speak English as an additional language. The setting employs eight staff, all hold appropriate early years qualifications to NVQ level 2 or above. The club receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has some outstanding procedures in place to help safeguard children. It also provides children with an excellent range of resources to choose from. Overall, the needs of children are being met well. The provider has addressed a number of recommendations given at her last inspection. This shows she is able to maintain the continuous improvement of her setting.

What steps need to be taken to improve provision further?

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

- strengthen the processes for observational assessments in the setting.

The effectiveness of leadership and management of the early years provision

The provider ensures all regulatory paperwork is readily available for inspection. Her complaints procedure is understood by all staff and it is displayed for parents. She risk assesses the premises on a regular basis and makes additional entries to the comprehensive annual assessment as required. She records the staff's Criminal Record Bureau checks and ensures these are updated as required. Staffs implement the procedures in an exemplary manner. For example, they fully check the identity of tradesmen who need access to the building and are very vigilant

whilst they are on the premises. Through the use of excellent safeguarding procedures children's well being is promoted.

The provider has carried out a good evaluation of her service. She includes the views of staff, parents and children to help her identify improvements. For example, a comment from one child about having jacket potatoes for tea has resulted in more cooking appliances being made available in the kitchen. Therefore, children have benefitted from more food choices being available. The provider makes an excellent range of toys and equipment available to the children. These range from bouncy castles and sumo wrestling suits to electronic organs and laptops for computer games. Because it is impossible to get all the toys out at once the provider has compiled catalogues of the toys available. All toys are available to all children regardless of gender or ability. Many books and games show positive images of race, culture and disability as do the numerous posters displayed around the walls. These enable children to learn that everyone is different. The provider is a trained Special Educational Needs coordinator. It is often difficult for the provider and key persons to liaise with other agencies and schools due to the setting's hours of operation. However, staff do exchange some information with teaching staff for those EYFS children who are collected for the after school club. Therefore, the majority of the children are supported well.

The provider uses good procedures to engage with parents. She displays important information in a prominent position for parents to see. They have regular operational updates in newsletters and individual flyers. Key persons and parents exchange regular information about children's individual needs which helps children receive good consistent care.

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

Children report that they enjoy attending the setting. They particularly like meeting with their friends and playing their favourite games. They show a good understanding of the setting's rules and generally abide by them. For example, they know that different age groups of children take turns in using the bouncy castle. Through understanding rules children are helped to feel safe and included in the setting.

Children are fully engaged in their play. They choose their own activities from the excellent range available to them. They have access to excellent craft mediums such as cornflour with which they make interesting pictures. Musical instruments, including a full sized tabletop electric organ, also allow children to be creative with sound. Their gamesmanship is extended as they play computer games or chess on the setting's laptop. Good opportunities for physical play are available in the gym or in the outdoor play area. Children are free to choose supervised ball games, table tennis and much more. Photographic evidence shows children enjoying the sumo wrestling suits. There is a quiet area for children to relax on cushions and bean bags whilst reading books or just chatting. The fully stocked role play area includes dressing up equipment, play phones, tills and kitchen equipment. Children

extend their problem solving and reasoning skills as they build with construction blocks, construct dens and camps and take turns during board games. All activities allow children to develop a good range of skills for their future learning. The provider ensures that equipment for the six areas of learning is available particularly to children who fall within the early year's age range. Children's decision making skills are fostered as they move around freely selecting their own activities. The provider offers complementary care to children in the EYFS. This means that although key persons keep observation records on the children and provide photographic evidence of what children have been doing, the identification of children's next steps and individual activity planning are very informal and are directed by the children's individual interests and choices of activity. However, the observation record itself could be further enhanced. Overall, children have a good time at the setting.

The provider has completed dietary/food training with the NHS. She is a designated Food Champion for her area. This means that she promotes all aspects of healthy eating with children to give them an excellent understanding of which foods are good for them and why. Children and parents are involved in completing food questionnaires which allow staff to provide for each child's individual dietary requirements. Children help the provider choose the daily menus and in doing so learn to produce a balanced diet. The excellent range of daily outings to parks and/or beaches, add to the already excellent range of physical play opportunities available to the children. Drinking water is readily available to all throughout the day. By using the providers excellent health procedures children are adopting healthy lifestyles. All ages of children play well together. Many of the older children are good role models for the younger ones. They help the younger children understand game rules and show them how to play. All staff challenge children's understanding of rules by using open questions. Children are involved in regular emergency evacuation drills which help them to understand how to keep themselves safe in an emergency. Children are keen to help staff with setting tables for snack and meal times and generally co-operate well with staff requests. Children are building a good range of interpersonal skills.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
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