

Play Place After School

Inspection report for early years provision

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EY411961

Inspection date

10/05/2011

Inspector

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Setting address

Rusthall St. Pauls C of E School, High Street, Rusthall,
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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).

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

Play Place After School Club is a privately run club. It opened in 2010 and operates from a hall in the grounds of St Paul's Church of England School, Rusthall. Children have access to the school play grounds for outdoor play. It is open each school day afternoon from the end of school at 3.15pm to 6pm and for some full days from 8am to 5pm, during the school holidays.

The club is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children aged from four years may attend at any one time. There are currently eight children in the early years age range on roll. The club is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children over the age of eight years.

The club supports children who speak English as an additional language.

There are five members of staff, two of whom hold appropriate early years qualifications to National Vocational Qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's ongoing learning and development is supported effectively by staff who know them well. Their individual welfare needs are valued and met appropriately. Effective arrangements exist to ensure children's safety and health is maintained. The required records and documentation are well organised apart from a minor omission. Overall, partnerships with parents and others are positive. The club has an accurate understanding of their strengths and are confident about what they need to do to improve further.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment clearly states when a review, at least annually, was carried out and by whom (Documentation) 20/05/2011

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

- develop opportunities for parents and children to share their views and be involved in decision making procedures and for parents to be involved in supporting their children's learning and development

- consider monitoring children's next steps to identify and narrow any patterns in achievement gaps.

The effectiveness of leadership and management of the early years provision

Necessary steps taken to safeguard children are in place. At the same time, enabling children to be independent, making choices and decisions for themselves. There are thorough recruitment and vetting procedures with all staff having a valid criminal record bureau check. There are clear processes in place, covering areas such as collecting children from school, fire evacuation and child protection concerns. The premises are safe, supported by risk assessments and daily checks. Although there are no concerns about children's safety, the risk assessment record is not clear as to when it was last reviewed. As such this breaches a specific legal requirement of the Early Years Foundation Stage framework.

This is the club's first inspection since registration. The staff are enthusiastic and keen to develop. Plans for future development are in place to support further improved outcomes for all children. The layout of the play materials and equipment means that children are able to make choices about their play. They can decide if they wish to play indoors or outside.

The available resources and planned activities support children's continued learning and development needs well. The resources at the club are being increased regularly and are of good quality. Children's next steps in their learning are obtained from the school and positively supported. Although the key persons are aware if there are any achievement gaps for attending children, they are not carrying out any monitoring themselves.

The club effectively and actively promotes equality and diversity. Children get involved in activities such as creating a display that shows children's individual links to counties around the world. They have also helped create a collage of people's faces around the world. Plans are in place to increase play resources that positively reflect the wider world.

Partnerships with the schools are well established. Regular discussions with relevant teachers are used to promote children's ongoing progress in the Early Years Foundation Stage as well as their well-being. There is positive relationship with parents and they are well informed about the club. The club have not yet fully explored opportunities to gain parents and others views and suggestions.

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

Comprehensive policies and procedures are in place, supporting the smooth running of the club. A welcoming and interesting environment that supports children's ongoing learning needs is provided. Some children are keen to use up

energy and play physical games indoors or go outside. Others prefer a quiet time, maybe sharing books with a member of staff, using the computer or getting involved in an art and craft activity. Adults plan activities based upon observations and suggestions from the children themselves. In addition, detail from teachers ensures any identified next steps are supported.

Children gain a good understanding of the wider world and are recognised as individuals themselves. They are fully supported in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. They are motivated and interested in the activities, taking responsibility for choosing what they do. Their awareness of safety issues is demonstrated through their play. For example, a child warns others to take care of cars in the car park as they walk from the school to the club or children risk assess their own abilities as they use roller boards down the playground slope.

Children adopt good personal hygiene routines, such as hand washing before eating. They gain an understanding of the importance of healthy eating and benefit from easy access to drinking water throughout the session. They are able to access a quick snack as they arrive and for those that remain, later in the session, a suitable snack tea is available. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

All children display a strong sense of belonging and security within the setting with everyone appearing very settled and happy. They know what is expected of them and are aware of the routines. Children build strong relationships with both adults and their peers. They play alongside others fully aware of the need to co-operate. Their behaviour is very good.

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	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	3

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	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