

City Kids Playcentre

Inspection report for early years provision

Unique reference number	221713
Inspection date	27/01/2011
Inspector	Emma Bright

Setting address	30 Union Road, Cambridge, Cambridgeshire, CB2 1HE
------------------------	---

Telephone number	07545 899 258
-------------------------	---------------

Email	
--------------	--

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

City Kids Playcentre is managed by a voluntary management committee made up of parents whose children attend the out of school club. It opened in 1995 and operates from the parish hall, adjacent to St Alban's Roman Catholic Primary School in Cambridge city centre. All children have access to an enclosed outdoor play area. The club is open five days a week during school term times from 7.30am to 9am and from 3.15pm to 6pm.

A maximum of 45 children may attend the club at any one time and there are currently 50 children on roll. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club employs four staff. Of these, one holds an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make suitable progress in their learning and development and staff ensure the individual needs of children are appropriately met. Staff provide a generally welcoming environment and children enjoy their time at the club. The environment generally promotes children's welfare and most of the essential documentation is in place. Staff form positive relationships with parents and other professionals. Systems to monitor and evaluate the provision are evolving.

What steps need to be taken to improve provision further?

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

- ensure that at least half of all staff hold a full and relevant Level 2 qualification (Suitable people) 31/07/2011
- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people). 31/07/2011

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

- improve the range of resources available and the use of the environment to further support children's learning, enabling them to confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- develop systems to record children's achievements which can then be used to inform planning and complement the education and care children receive in other settings
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account

- the views of children, parents and staff
- revise documentation to ensure that all policies and procedures are up-to-date and easily accessible.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound knowledge and understanding of safeguarding procedures and are generally proactive in helping children to understand how to keep themselves safe. Appropriate recruitment arrangements are in place to ensure staff who work with children are suitable to do so. However, minimum requirements for staff qualifications are not met which means that not enough staff have appropriate qualifications, training, skills and knowledge. This is a breach of regulation. Daily checks and a written risk assessment sufficiently ensure that most hazards are identified and minimised to safeguard children. Most of the required documentation is in place for the safe running of the setting and the implementation of them by staff generally promotes and safeguards children's welfare. However, some policies and procedures are not fully up-to-date and are not easy to locate in an emergency.

Resources are adequately deployed, however, the range of resources is limited and staff do not always make full use of the learning environment to effectively support children's learning both indoors and outdoors. Staff have a sound understanding of the uniqueness of each child, and every child has a key person who gets to know them in order to meet their needs. This helps them to feel welcome and settled. The club is developing partnership links with the school that children attend and they share some written information about the children's achievements. Appropriate systems are in place to support children with special educational needs and/or disabilities.

Information is provided for parents on the organisation of the setting and adequate systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates to ensure parents are informed about their child's time at the club. Systems to monitor and evaluate the early years provision are not fully in place to identify priorities for improvement and to secure the opinions and ideas of children, parents and staff in order to continually maintain improvement.

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

An appropriate range of activities is provided for children and this enables them to make satisfactory progress across most areas of learning and development. The system for assessment is evolving, however, these records are not used to inform planning, and parents do not contribute to help build on what children know and identify the next steps in their learning.

Children enjoy warm and friendly relationships with each other. They readily take

turns and share resources and are considerate and caring towards one another. Staff listen and respond well, showing they value children's contributions, and children confidently approach them for help. Children are able to contribute to the 'our comments' board, where they can write or draw pictures about what they like to do. They also express their ideas and opinions about other activities and resources they would like to see at the club. A range of creative activities encourage children to express themselves and to develop their skills. They enjoy producing drawings and pictures to represent their ideas. Children have some opportunities to relax and read books or watch television if they wish after their busy day at school. Children also have opportunities to count and recognise numerals as they play card games such as 'uno'. They develop appropriate skills for their future learning as they count, recognise their names and have opportunities to use electronic equipment.

Children enjoy a suitable range of healthy snacks, which helps them to learn about making healthy choices, and they have access to fresh drinking water. Children enjoy opportunities to play outdoors, such as, playing football or riding along on scooters, which ensure they benefit from exercise and fresh air. Satisfactory hygiene routines are followed by the staff and children which help to prevent cross-infection. Staff establish a supportive atmosphere where children feel secure and their behaviour is good. Children develop a sense of how to stay safe within the setting and on outings. For example, they practise the fire drill, ensuring that they know how to evacuate the premises in an emergency.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) (compulsory part of the Childcare Register only). 31/07/2011

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:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training) (compulsory part of the Childcare Register only). 31/07/2011