

Playstation-4kidz

Inspection report for early years provision

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EY430207

Inspection date

08/11/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

The setting was registered in 2011 on both the Early Years Register and compulsory and voluntary parts of the Childcare Register. They may care for no more than 24 children under eight years; of these, not more than 24 may be in the early years age group, and of these, none may be under four years at any one time. They must not provide overnight care.

The group is situated in Basildon, Essex. They currently have 16 children on roll, two of whom receive early educational entitlement. The group is open before and after school five days a week term time. The breakfast session is from 7am to 9am and after school provision from 3.30pm to 7pm. They also open three full days a week during all school holidays excluding Christmas. The group supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The group employs four staff, three of whom have appropriate early years qualifications. They are a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's progress towards the early learning goals is hampered by the staff's insufficient knowledge of the Early Years Foundation Stage. The setting has five breaches of legal requirements regarding safeguarding children, required documentation and the organisation of how to plan that children enjoy and develop through play. Children's safety is compromised as safety policies and procedures are not adhered to. Significant partnerships are beginning to be developed to ensure the needs of children are met. Self-reflection to continually improve the provision is unsatisfactory as understanding of key areas to reflect upon, are insufficient.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- manage children's behaviour effectively and in a manner for the stage of development and particular individual needs, in regard to the older children (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 30/11/2011
- ensure children do not leave the premises 30/11/2011

- unsupervised or allow intruders in (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- maintain records and policies and procedures required for the safe and efficient management of the setting and to meet the individual needs of the children (Documentation)(also applies to both parts of the Childcare Register) 30/11/2011
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs and undertake sensitive observations in order to plan to meet children's individual needs (Organisation) 30/11/2011
- plan and provide experiences which are appropriate to each child's stage of development (Organisation) 30/11/2011
- ensure there is a balance of adult-led and child initiated activities, assign a key person to each child and promote equality of opportunity within activities (Organisation). 30/11/2011

To improve the early years provision the registered person should:

- use systems in place to verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times
- ensure staff awareness of the whereabouts of other people in the building and of other users on the premises, in relation to the children and their safety and security
- continue to develop continuity and coherence by sharing relevant information with other providers and parents
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development, that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Aspects to safeguarding children are not robust. Policies and procedures for the safe and efficient management of the setting and to meet the individual needs of the children are not adhered to by all staff. This is a breach of legal requirements. There are no systems in place to ensure children do not leave the premises unsupervised, putting children at risk and is a breach of legal requirements. The behaviour of others means that children feel unsafe, for example the boisterous play and negative behaviour of the older children. Staff do not adhere to the behaviour policy and procedures and this is a breach of legal requirements.

Access to a range of age appropriate resources is poor and the environment does not contribute enough to learning and development. Poor staff deployment means that children do not receive adequate support in order to meet their individual

needs and routines. Planning is insignificant resulting in learning and development not being achieved. Practice is not inclusive. Early years children are not fully supported and integrated into the routines and expectations of the sessions.

The setting communicates with other providers, although this information is not always used effectively to fully support children's achievements and well-being. Levels of engagement with parents are adequate, however the setting does not sufficiently involve them in supporting children's learning and development through cohesion and consistency between the home, school and setting.

The setting have yet to establish a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development.

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

Staff have an insufficient knowledge of the Early Years Foundation Stage which negatively impacts on both the environment and learning and development opportunities given to children. Children receive inconsistent attention from staff, which impacts on their ability to understand how to behave as learners in the setting. Children are not assigned a key person to support them and their individual needs are rarely identified and planned for and this is a breach of legal requirements. Progress towards the early learning goals is limited as staff do not ensure a balance of adult-led and child-initiated activities relevant to the age and stage of children's development. Staff do not adhere to the equality of opportunity policy they have in place, in order to meet the needs of individual children and provide enjoyable and challenging experiences. This is a breach of legal requirements.

Children are learning to adopt healthy lifestyles. They are encouraged to make healthy choices when given a range of fruit, vegetables and biscuits at snack time. Staff adhere to policies, procedures and routines in promoting good hygiene practices. Children are independent in going to the toilet and washing hands. Children have reasonable opportunities to develop their physical skills when using chalks and playing football or table tennis. There is very limited evidence to show how children are progressing in all six areas of learning. Children read their school readers and play with dominoes and shaped blocks. They have limited access to experience the outdoor area on a regular basis to enhance their physical development and knowledge of the natural world. There is no access to technology equipment to learn skills for the future except for the regular television slot during the session.

The impact of the older children on the early years children is very negative with many missed opportunities to engage them in activities. Children have little confidence and self-assurance in the setting and rarely work and play, spending much of their time with little purpose. When given one to one time with an adult, children explain the rules of the game they have devised and build patterns with shapes, enjoying the opportunity for positive communication.

Children have little understanding and awareness of safety issues, which poses a significant risk to their own and others safety. Arguments over resources, or disputes about sharing with the older children often leads to distressing behaviour.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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