

The Playstation

Inspection report for early years provision

Unique reference number

EY294338

Inspection date

07/12/2011

Inspector

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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

Kids United Playstation Out of School, is an existing club which changed ownership in 2004. It operates from the dining room and hall of Butterstile County Primary School and is located in the Prestwich area of Bury. The school's playground provides children with a safe play area. Toilet facilities are available in all areas used by children.

The setting opens Monday to Friday during school term times. Sessions are from 7.45am until 8.55am and 3.15pm until 5.45pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time, all of whom, may be on the Early Years Register. There are currently 10 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs five members of child care staff. Of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and settle easily in the welcoming atmosphere of this out of school club. A key person system is in place and they work with parents so that children's needs are met, however, they need to work closer with other providers to ensure continuity of learning. Children make satisfactory progress in most areas of their learning. However, there are some gaps in planning for some aspects of their learning. Most required policies and procedures are in place to safeguard children, however, there is not always a first aider on site. The management team have some systems in place to evaluate the provision and has basic awareness of areas for further development.

What steps need to be taken to improve provision further?

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

- ensure there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present. (Safeguarding)(Also applies to both parts of the Childcare Register).
- 21/12/2011

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

- improve the learning environment and resources to maximise children's learning
- use ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- ensure there is effective communication with school and other providers to ensure that children's needs are met and there is continuity in their learning
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's 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

Children are satisfactorily safeguarded and appropriately protected because staff understand local safeguarding procedures. They are informed about child protection and have the appropriate contact details should they be concerned about a child. All staff are vetted and clear recruitment procedures are in place. Children are kept safe in the premises as all entrances are kept secure through clear systems. For example, visitors are asked to sign in and entrances can only be entered via an electronic fob system. However, while there is a member of staff with a first aid certificate, they are not always on site. This potentially puts children at risk. Staff regularly review and update their risk assessments, including daily checks of the environment. This means that children are protected when using the equipment.

Staff have a generally good understanding of the Early Year's Foundation Stage and are further supported by the manager who takes a lead on this area. This means that children are generally supported in their learning. However, the range of resources available is limited and not always of an adequate quality. This means that children are not always challenged and learning is not maximised.

The manager is aware of the settings' strengths and weaknesses and looks for ways to improve the provision for the children. For example, she plans to develop further, the relationships with schools the children attend. However, there is no quality improvement process, such as, the Ofsted self-evaluation form and other staff are not fully involved. This means that targets are not always rigorous or focused on the correct areas to have the best impact on children's learning. They have addressed previous recommendations made by Ofsted. For example, they have ensured that the outdoor area is secure and a risk assessment for its use is in place.

The setting has a sound knowledge of partnerships with parents and carers. They use the key person system to obtain useful information about each child, such as, allergies and medical needs. This means they attend to parent's wishes and children's individual needs. Staff meet with parents regularly and inform them of what activities children have completed. There are basic relationships with other providers, such as, schools, so staff potentially miss opportunities to support children in their learning. This means that children's progress is not maximised.

The staff provide activities that can be accessed by all, including those with special educational needs and/or disabilities. Children are learning to develop attitudes towards each other, as the older children in the setting support younger children. The staff tackle any discriminatory comments and teach children about their own and other cultures through a range of activities, linked to work children have completed in school.

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

Children feel safe and secure and really enjoy being in this setting. This is because staff provide a warm welcome and are careful to meet their needs. Children move freely around and have a good understanding of dangers. This is because staff are positive role models and give children reminders about behaviour. Children know how to use tools safely, such as, scissors, as staff support children and provide reminders of how to be safe.

Children are beginning to follow hygiene routines, such as, washing their hands before a snack, with some prompting by staff. Children are starting to make good food choices because they are offered healthy options, such as, fruit and crumpets or toast for a snack. They engage in physical activity, inside and outside. For example, children join in with a dancing activity in the large hall and all children are welcome to join in.

Children are making steady progress towards the Early Learning Goals as staff plan activities around the children's interests. They regularly observe children and what they need to do next, is identified. However, the planning and observations are not always matched to each other. This means that children's progress does not reach its full potential. Children enjoy reading stories with staff in the reading area and develop early writing skills. For example, children practice their letter formation in the mark-making area with staff. They develop their mathematical skills through a range of board games and counting out resources for creative activities. Children use a range of technological toys, such as, hand held computers, to support them to develop skills for the future.

Children behave well in the setting and display a strong sense of belonging. This is because staff have set clear boundaries. They are able to choose which area they want to play in and select resources for a number of areas in the provision. Children's views are also sought at the end of activities, to ensure that they have enjoyed the activities they have completed. They are beginning to learn about their own and other cultures and beliefs as they celebrate birthdays and festivals together. For example, they celebrate and learn about Eid by making cards for their friends.

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

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|--|---|
| 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 |

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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:

- take action as specified in the early years section of the report. 21/12/2011

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:

- take action as specified in the early years section of the report. 21/12/2011