

# Lets Play (NW) Ltd Out of School Club

Inspection report for early years provision

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**Unique reference number** 502418  
**Inspection date** 14/12/2011  
**Inspector** Kay Armstrong

**Setting address** Davyhulme Junior School, Canterbury Road, Davyhulme,  
Manchester, Lancashire, M41 7DB

**Telephone number** 0161 976 5342

**Email**

**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).

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

Let's Play (NW) Ltd Out Of School Club was registered in 2001. It is one of three out of school provisions which are own and run by a company. The provision operates from Davyhulme Junior School in the Davyhulme area Trafford. Children access the adjoining junior and infant school dining halls. They have use of the junior playground for outdoor play. The before and after school sessions operate Monday to Friday from 7.50am to 9am and from 3.15pm until 6pm during Trafford school term times. During school holidays, sessions are from 8am until 6pm.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 84 children from three-years-old to under eight-years-old may attend the provision at any one time. The provision also offers care to children aged eight to 11-years-old. There are currently 100 children on roll. Of these 40 are under eight-years-old and of these 20 children are within the early years age range.

There are 13 members of staff who care for the children. All of whom hold appropriate early years qualifications to level 2 or 3. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive and thoroughly enjoy their leisure time in this lively and inclusive environment. A broad range of resources, activities and learning opportunities are provided. These capture children's imagination and effectively promote their progress in most areas of learning. Children's individuality is effectively recognised and continuity of care and learning is promoted as positive relationships have been established with parents, carers and other professionals. Children's safety is generally promoted very well and all records are maintained effectively. Effective systems are in place to monitor and evaluate the provision and plans for future improvement fosters positive outcomes for the children.

## What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 02/01/2012

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

- provide more opportunities for children to develop their computer skills
- review the snack time routine to enable children to develop their independence and self help skills.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully in line with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Detailed risk assessments have been conducted for the premises to ensure children can play in a safe environment. Robust recruitment and selection procedures further enhance children's safety. The majority of records and documentation required for the safe and efficient management of the provision and to meet the individual needs of the children are in place. These are maintained to a high standard. However, information regarding who has legal contact with and who has parental responsibility for the child has not been sought. This is a breach in the welfare requirements of the Early Years Foundation Stage and impacts on children's welfare and safety. Due to the staffs good knowledge of the children and their families, the impact on children's safety is minimal.

An enabling environment is provided through effective organisation of resources linked with a good range of play materials. Children engage in a wide range of challenging experiences and learning opportunities. Staff deployment is effective as children are continually supervised. They are very skilled and confident in allowing children space to develop their own games and play freely together without unnecessary adult intervention. This provides children with lots of opportunities to make choices and develop their independence. Resources are plentiful and easily accessible which further promotes children's abilities to drive their own learning. Equality and diversity is fostered effectively as staff value and embrace different cultures, gender, regions and abilities. A good range of resources and activities which help promote positive attitudes to social difference are provided. This includes celebrating a range of festivals, such as Christmas and Diwali.

The staff team work well together and demonstrate a good commitment to continuous improvement. The recommendation from the previous inspection has been successfully addressed, which has a positive impact on children's overall well-being and safety. Good systems are in place to monitor the quality of the provision and staff are keen to bring about further improvements. Staff form positive relationships with parents and carers who are provided with a good range of information about the provision. Very positive links with the school children attend have been established and a system for gathering information regarding their current learning needs is well developed. This successfully supports children's development and progress.

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

Children have fun and are enthusiastic, active learners. They move around their environment both indoors and out with ease and confidence. Staff have a good understanding of the Early Years Foundation Stage framework and the importance of learning through play. They make sensitive observations of children's progress which clearly link into the early learning goals and identify the next steps in individuals' learning. All children are actively encouraged to participate in planning future activities which ensures their interest are acknowledged and valued.

Children are confident and have positive social skills. Their behaviour is exemplary as they take turns, share the resources fairly, help and support each other. They have developed firm friendships with each other and have established warm, close relationships with the staff. Children enjoy playing outdoors and exploring a range of self-chosen activities such as playing cat and mouse games under the parachute. They are able to freely express themselves with a range of creative materials. They concentrate well and have great fun as they make their own 'Father Christmas'. Their creative work is valued and displayed which effectively promotes their self-esteem and confidence. Children are developing good skills for the future as they are competent communicators and confidently use a range of programmable resources. However they have limited opportunities to develop their computer skills. They work harmoniously as they build wonderful models with wooden blocks. Children refine their pencil control as they draw and practice emerging writing skills. Playing board games, completing jigsaw puzzles, matching and baking activities, help to develop children's problem solving skills and mathematical awareness. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of children's skills for the future.

Good emphasis is given to promoting children's health and safety. Healthy eating is well fostered through planned activities, nutritious snacks and discussion. Snack time is a social occasion as children sit together and chat. However, opportunities for children to practice self-help skills and increase their independence are minimal as they don't always serve themselves. Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. The emergency evacuation procedures are practiced regularly ensuring children know and understand what to do in the event of a fire. Children are able to freely access the outdoor play area. They have fun and develop their physical skills as they engage in sports type activities and play team games.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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