

Playzone at Christ the King

Inspection report for early years provision

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Inspector Christine Stewart

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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).

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

Playzone at Christ the King is a privately owned out of school club. It registered in 2002 and operates from rooms within Christ the King RC Primary School in Bromborough, Wirral. Children have access to an enclosed outdoor play area. It is open each weekday from 7.45am to 8.50am and 3pm to 5.45pm during school term time. Attendance is flexible according to availability and parental wishes. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered to care for 32 children and currently have 126 children on roll. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are nine members of staff, seven of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the setting. Overall, children enjoy a good range of activities, which enables them to make progress in their learning and development. Effective partnerships has been established with parents and the host school, ensuring that children's individual needs are fully supported. The group have made improvements to the setting since the last inspection and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- plan more opportunity for outdoor play to encompass a broad range of activities and experiences to promote children's enjoyment and learning
- improve the organisation of snack-time to promote children's independence.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety are prioritised at all times as comprehensive policies and procedures are in place. Safeguarding is effective through the good recruitment, employment and induction procedures that ensure all staff are suitable to work with children. All staff understand their responsibility to safeguard children and appropriate arrangements are in place to deal with any child protection concerns. Detailed annual and daily risk assessments ensure that the environment is always safe, clean and fit for use. Regular practise of the emergency evacuation procedures with children ensures that they are aware of their own safety in the event of an emergency.

Good organisation of space, resources and effective deployment of staff promotes

children's opportunities to become inquisitive, independent learners. A key worker system is in place to promote and meet individual children's needs. The setting is inclusive and promotes equality and diversity well. There is a range of resources, books and other visual images to represent the cultural diversity of today's society, contributing to creating an inclusive environment.

Staff demonstrate their commitment to improving outcomes for children by meeting the recommendations made at the last inspection. They access training and relevant workshops to develop their knowledge and skills to support the needs of the children. Annual staff appraisals are conducted and staff meetings take place at least once a month to keep everyone informed and involved. Self-evaluation is effective and includes the views of staff, parents and children, in order to drive improvement and develop clear plans for the future.

Strong partnerships with parents are established. Staff work closely with parents and other professionals to meet children's individual needs. Information with parents is shared in many ways, such as, daily discussion, home diaries and newsletters. Parents can access their own child's development file at anytime. Communication takes place with teaching staff in the host school on a daily basis, which includes messages and specific issues to ensure individual children's needs are effectively met.

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

Children make good progress in their learning and development. This is because they are well supported by staff that have a good understanding of the Early Years Foundation Stage and child development. Activities are planned to cover all areas of learning and observations and assessments are in place to support children's learning and progress. There is a good balance of adult-led and child-initiated activities to support children's interest and progress.

Children eagerly enter the out of school club talking to each other and to staff about their school day. They enjoy the creative activities accessible throughout the session and demonstrate great concentration as they design and create their paper lanterns. Children play and share well, they are happy for more children to join in to help construct a wooden train track. They enjoy some physical play, such as, football, team games and interactive computer games that encourage physical movement. There is opportunity to enjoy outside play with an appropriate range of resources. However, this area is not maximised to promote children's enjoyment and learning.

Children use language and imagination well, exemplified when a small group pretend to conduct a wedding. Children develop their skills using technology and have good access to resources, such as, computers, games consoles and programmable resources. Children learn about recycling as they use empty cartons and boxes of different sizes, to model make. They have a developing knowledge and understanding of the world. They learn about the cycle of living things by growing their own produce in small tubs in the outside play area. They enjoy

friendly competition as they grow their annual sunflowers and track whose sunflower is the tallest. They develop awareness of the wider world through books, resources and celebrations of festivals. They are aware of the need to support others and contribute to their community when they plan fund raising events for charities. Children develop learning and social skills that equip them well for the future as they play games together.

To promote healthy lifestyles, snacks are mostly healthy and regular drinks are provided, so that children remain well nourished and hydrated. Snacks are social occasions with children sitting together at tables. However, staff pour all the drinks and prepare and put out the food. This does not encourage children to develop skills of independence and make choices. Children participate in planned events, such as 'safety fortnight' to develop their awareness of personal safety. For example, they join in a role play session in the outside area to practise safe road crossing procedures. Practical steps within the setting, such as fire drills and tidy-up time help children to understand how to keep their immediate environment safe. Children contribute to drafting the code of conduct for the setting, which encourages them to have a good understanding of expected behaviour and learn to take responsibility for their own safety. Staff provide good role models, as they are courteous, patient and calm in all their dealings with the children. They take time to listen and share conversation, they laugh easily and share humour with the children, who respond positively.

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	2

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	3
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