

# Playclub Unlimited

Inspection report for early years provision

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<b>Unique reference number</b>	EY435148
<b>Inspection date</b>	12/04/2012
<b>Inspector</b>	Lesley Bott

<b>Setting address</b>	St. Josephs RC Infant & Nursery School, Higginson Road, STOCKPORT, Cheshire, SK5 6BG
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<b>Type of setting</b>	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

Playclub Unlimited was registered in 2011. It operates from within St. Josephs School in Stockport. The club serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.45am until 8.45am and 3.15pm until 6pm. The holiday playscheme runs from 8am until 5.30pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend the club at any one time, of whom 15 may be in the early years age range. There are currently 10 children attending who are within the early years age group. However, there were no early years children present at the time of the inspection. The club also offers care to children aged over five years to 12 years.

The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet a number of the legal requirements of the Early Years Foundation Stage. The environment is welcoming and friendly relationships exist between staff and parents. Learning and development arrangements are not fully effective, although children do make satisfactory progress. Some information and documentation required for the safe and efficient management of the provision does not meet requirements. Systems are weak and lack rigour, consequently self-evaluation and the effectiveness of leadership and management in driving and securing improvement is inadequate.

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:

- ensure that there is at least one person on the premises at all times who has a valid paediatric first aid certificate (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 26/04/2012

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 26/04/2012
- 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 (Organisation) 26/04/2012
- ensure that the certificate of registration is displayed (Documentation) (also applies to both parts of the Childcare Register) 26/04/2012
- ensure all children's attendance is accurately recorded, in particular their arrival times (Documentation) (also applies to both parts of the Childcare Register) 26/04/2012
- ensure premises are secure by ensuring that steps are taken to prevent intruders entering the premises (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 26/04/2012

To improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

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

Children are inadequately safeguarded because some regulations and duties are not met. Documentation is disorganised and some paperwork is not accessible. The manager has attended specific training in relation to child protection and staff demonstrate a sound knowledge of the possible signs and symptoms of abuse. The safeguarding policy is in line with Local Safeguarding Children Board guidance and procedures. However, children's welfare is compromised because documentation and procedures to ensure the safe and efficient management of the setting are inadequate. For instance, the provider has failed to ensure that there is at least one person on site at all times with a paediatric first aid certificate. Also, information has not been obtained from parents regarding who has legal contact with the child and who has parental responsibility.

Children's safety is further compromised as staff do not have a system in place to ensure that registers are maintained accurately or to indicate children's arrival times. The security of the premises is inadequate and children are placed at risk as the front door is left unlocked. At the time of the inspection the inspector was able to walk directly into the club. In addition to this, the certificate of registration was not displayed, as required by the Early Years Foundation Stage requirements. Consequently, systems are ineffective in protecting children. Discussions with staff identify that they carry out regular daily safety checks and some potential risks are

identified within the setting's risk assessment record. For example, making changes to the activities and areas being used when workmen are on site. However, some of these checks are ineffective in part, as demonstrated by the environment not being secure.

Through discussion with staff they demonstrate that younger children benefit from a satisfactory range of resources and equipment at their disposal. Space within the large school hall is sufficient to meet the needs of all the children. Deployment of resources are sited within the hall for children to access easily and make choices. Personal and professional development of the staff team is encouraged and staff have attended a variety of training courses. However, discussion identifies that due to insufficient knowledge and understanding of the Early Years Foundation Stage, not all requirements are met.

The effectiveness of leadership and management in driving and securing improvement is inadequate. The manager has not completed any form of self-evaluation and consequently the ability to drive the setting forward and target improvements is impeded. Discussion with staff identifies that the setting endeavours to provide an inclusive service and welcomes all children and their families. Staff demonstrate relaxed and informal relationships with parents, who routinely communicate together at the end of the session. The setting is beginning to establish partnerships with other providers delivering the Early Years Foundation Stage. For example, they link in with other local schools and liaise with teachers when collecting the children. There are currently no children attending who have special education needs and/or disabilities. However, the manager is aware of the importance of working with outside agencies to support children's welfare and development.

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

Children are adequately supported to make progress in their learning and development and develop skills for the future. Through discussion, staff demonstrate reasonable knowledge and understanding of how children learn and develop, but systems for planning, observation and assessment are not available to show how activities are planned to meet individual needs. Children do take part in activities which support their development. However, these are not effectively planned to help children reach their full potential in line with their individual needs.

Through discussion, staff demonstrate that children feel safe and secure within the setting. However, this, in some respects, is a false sense of safety and security due to weaknesses identified elsewhere in the report. Children are able to ask for any resources or equipment that is not out and have the opportunity to learn road safety procedures when they are out. Staff explain that they and all children wear high visibility jackets to ensure that they are safe and seen when being collected from other schools. Systems are in place at local schools to ensure children are collected from a secure location. Staff demonstrate a caring nature and are calm and positive in their approach to behaviour management. The children have written ground rules together with the staff which staff reinforce with children.

Staff demonstrate through discussion that they encourage children's communication by listening and asking them questions, for example, at meal times.

Children can learn about the benefits of a healthy lifestyle as healthy snacks are provided before and after the school day. Water is accessible throughout the session, and staff encourage children to regularly drink, particularly after physical play. Children are encouraged to follow appropriate personal hygiene routines which are promoted by staff. The outdoor area is frequently used and children are able to make use of the play equipment and outdoor environment. Through discussion, staff demonstrate that children join in with activities and games organised by staff and enjoy taking items from the home corner outdoors. For example, to continue their play with the dolls. A suitable selection of play materials are provided, including creative resources for imaginative and messy play. Staff explain that children are happy to move around indoors and out, making choices on what they want to do. Discussions with staff indicate that younger children have the opportunity to engage in messy play activities which they enjoy. For example, painting and using glitter and glue to decorate tiles.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	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 (Welfare of the children being cared for, Suitability and safety of premises and equipment, Records to be kept, Certificate of registration). 26/04/2012

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 (Welfare of the children being cared for, Suitability and safety of premises and equipment, Records to be kept, Certificate of registration). 26/04/2012